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CONFERENCE LEADERSHIP.

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DESCRIPTORS- *LEADERS GUIDES, *TEXTBOOKS, *TRADE AND INDUSTRIAL EDUCATION, SUPERVISORS, *LEADERSHIP TRAINING, *CONFERENCES, ADULT VOCATIONAL EDUCATION,

THIS INSTRUCTIONAL MATERIAL IS FOR USE BY PERSONS WHO CONDUCT CONFERENCE LEADER TRAINING PROGRAMS. SPECIFICALLY, ITS PURPOSE IS TO TRAIN VOCATIONAL TRADE AND INDUSTRIAL EDUCATION PEOPLE TO CONDUCT TRAINING CONFERENCES FOR INDUSTRY. IT IS INTENDED FOR USE IN AREA VOCATIONAL SCHOOLS IN THE PROMOTION AND DEVELOPMENT OF SUPERVISORY PERSONNEL DEPARTMENT. THE MATERIAL WAS DEVELOPED BY A COMMITTEE AT THE STATE LEVEL. THE SESSION TITLES ARE -- (1) THE CONFERENCE, (2) THE CONFERENCE LEADER, (3) PREPARING FOR A CONFERENCE, (4) CONDUCTING A CONFERENCE, (5) THE CONFERENCE REPORT, (6) SCOPE OF SUPERVISORY PERSONNEL DEVELOPMENT, AND (7) THE FORTY-HOUR WORKSHOP. INFORMATION IS TO BE PRESENTED BY LECTURE TO GROUPS OF 12 TO 15 PEOPLE IN 6 HOURS. APPROXIMATELY 34 HOURS ARE TO BE USED BY STUDENTS FOR CONDUCTING PRACTICE SESSIONS. EACH STUDENT IS TO COMPILE HANDOUT MATERIAL INTO A NOTEBOOK FOR FUTURE USE. SOURCE OF HANDOUT MATERIAL IS GIVEN. THE TEACHER SHOULD BE A TRAINED CONFERENCE LEADER, AND STUDENTS SHOULD BE MATURE ADULTS WHO ARE IN OR PLAN TO BE IN SUPERVISORY POSITIONS. REFERENCES AND AN EXTENSIVE LIST OF FILMS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $2.00 FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 657, NATCHITOCHES, LOUISIANA 71457. (MM)

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INTRODUCTION

PURPOSE AND USE OF THIS MATERIAL

This instructional material is intended for the use of those persons who conduct conference leader training programs. It is especially designed for Vocational Trade and Industrial Education people who are preparing to conduct training conferences for industry or the training of industrial personnel to do the same. It is intended for use by the area vocational schools in the promotion and development of supervisory personnel development. This is the term we use to include the entire field of what is commonly called supervisory training which in former days was known as foreman training.

This material is to be presented by lecture to students or participants. Since it is assumed that the people who are taking this course have not been trained as conference leaders, we will have to impart information to them about the various ways and means of conducting training conferences. Therefore, the lecture method should be employed to impart this informational phase with discussion and whatever seems necessary to get the student to understand this material. This material represents the informational phase only and does not represent the practice sessions, etc., that are recommended in the material itself.

Conference leading can be learned only by doing, therefore, it is necessary to set up practice sessions to begin after giving this material. Read Chapter 7 for suggestions.

The time required to cover this material will vary depending on the number of students and the experience of the instructor. Usually from 30 to 40 hours is considered adequate for from 12 to 15 students allowing participants to conduct at least three short practice sessions. Approximately 6 hours will be required for the informational phase.

It is suggested that the sponsoring school furnish each participant one "accopress binder, number EF2507-EMB for 8 1/2" x 11" sheets" (or equal), for the suitable binding of these notes. Material should be given in advance of all sessions after the first one and studied prior to the scheduled session to expedite the informational phase of this program.

This material is furnished in sets of 20 copies by the Vocational Curriculum Development and Research Center, P. O. Box 657, Natchitoches, Louisiana. It is recommended that an adequate supply of this material be kept on hand at all times so that each student is assured a complete book at the end of the course. The twenty copies are considered ample supply.

CHAPTER I

THE CONFERENCE

The word conference is a rather loosely used term in our present day. It is used when referring to one or more types of meetings. In industry the term is used to apply to almost any kind of meeting particularly staff meetings in which the group discusses current problems. Many times these meetings are for the purpose of passing down information through the line organization ultimately reaching employees through the various supervisory levels. We very often see and hear about another type of conference which can be called the conciliatory conference, one in which there are two factions usually differing in opinion about particular subjects on which they are trying to reach agreement. Contract negotiations between labor organizations and management groups represent this particular type of conference.

When we use the term conference in this course we are referring to a very definite and specific kind of conference. This is sometimes known as the training conference, the shaped conference, or determinate conference. We are referring to the conference method of instruction. This material is intended for the purpose of teaching people to conduct this particular and special kind of conference which we call a training conference. An exact definition of what we mean by conference is this: A CONFERENCE IS A MEETING OF A GROUP OF PEOPLE OF SIMILAR BACKGROUNDS WHO GET TOGETHER TO EXCHANGE THOUGHTS, IDEAS, AND EXPERIENCES FOR THE PURPOSE OF SOLVING PROBLEMS, IN REACHING WORKABLE CONCLUSIONS, FOR MATTERS PRESENTED.

To better understand what a training conference is we might consider what the training conference is not. It is not: a lecture, the pouring out of information by one person to a group; It is not a reading of papers; It is not a convention, it does not have any of the characteristics of a convention; It is not a bull session; and, it is not a quiz session. This type of conference deals with specific objectives as they fit under a selected well-phrased title and makes use of the experiences, ideas and thoughts of the participants in trying to solve the problem or reach a workable conclusion with regard to the problem. It might be well to look at a

THERE MUST BE...
A SUITABLE GROUP

Figure 1

typical sequence of events using the conference method in a supervisory training program. This might consist of from six to twelve sessions, each two hours in length, meeting once a week in the plant covering preselected titles. One title for each of the conferences.

Sequence Of Events:

The conference leader will have prepared in advance an outline for the conducting of the sessions under the selected title. He will arrive at the scene early on the day of the scheduled conference. He will make the necessary physical preparations and then will proceed to conduct the two hour sessions for that day covering the subject which had been selected, starting and stopping on the scheduled time. At the conclusion or sometime shortly thereafter, he will make a report of that session, which may be passed out to the participants at the next session or may be reserved and combined into a complete set of notes covering the entire series of sessions.

Much training, of course, is done by industrial plants for their own supervisors and much of supervisory training concerns subjects which are not suitable for this particular method of instruction. There are areas of information, by virtue of content, which must be given by the company to its employees. It is doubtful if vocational schools or anyone else for that matter could ever serve the total need for the development of supervisors in any particular industry because of the wide range of training that is needed for the modern industrial supervisor. However, there are certain areas of information which can be offered by area vocational schools in the conducting of supervisory training programs for industry. There are many elements of supervision

'S GOOD
RESOLVING
DIFFICULTIES

Figure 2

KE
MEN
THINK
EY MAKE MEN
THINK
BETTER

Figure 3

CHAPTER I

THE CONFERENCE

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A SUITABLE GROUP

Figure 1

which are common to supervisors anywhere. Suggested subject areas appear later. In order to identify supervisory training with vocational education and to better understand the conference training method, I quote by permission from File No. 391, a paper which has been written by the Department of Trade and Industrial Education of the University of Alabama in 1959, written by Mr. J. G. Brimm, Coordinator, Trade and Industrial Education, Mobile, Alabama.

INTRODUCTION*

by

J. G. Brimm, Coordinator
Trade and Industrial Education
Mobile, Alabama

With the passage of the Smith-Hughes Act of 1917, the Federal Board of Vocational Education was saddled with the responsibility of making studies and investigations for the purpose of aiding the States in the establishment of vocational schools and classes and in giving instruction in trades and industries.

Early in the development of Trade and Industrial Education it became apparent that if the training was to be effective it would have to be closely articulated with practical conditions existing in industry. It was also recognized that foremen and other minor executives in the industrial organization held key positions in so far that if they had an unfavorable attitude toward the program it would be difficult to operate plans for job training, apprenticeship and trade extension classes for those employed in industry. While on the other hand, with the help of foremen, every phase of trade and industrial training became relatively easy to maintain.

Realization of these existing conditions together with the fact that no analytical study of the foreman's job had been made, resulted in an arrangement (1919) to have a study made. The results of the effort were published in Bulletin No. 36 entitled Foreman Training Courses.

With the development of foreman training courses came new ideas as to the methods by which such training courses were to be carried on. These methods were not clearly defined, nor was there evidence of the soundness of the procedure. It was apparent that it was copied from methods used by Dr. Charles R. "Skipper" Allen in his work with the U. S. Emergency Fleet Corporation in 1917. The method he himself had developed in his work with foremen in the industrial plants and mills in the industrial training program conducted by the State of Massachusetts.

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*Pages 4 - 14 from File No. 391, Department of Trade and Industrial Education, University of Alabama, By Permission.

Dr. Allen and his contemporaries became cognizant of the need for new training techniques as early as 1910 when a group of foremen laughed in the face of a very unforemanlike-appearing lecturer who had the audacity to come into their shop and tell them how to handle their men.

In 1914 they hit upon the idea of the conference method. When viewed (1919) down in Washington by the Federal Board of Vocational Education, the method was recognized as different from the job done by a lecturer or teacher. It was dubbed as a "high type of teaching" and as the teacher didn't appear to be teaching he was given the title of leader; at first, "Discussion Group Leader" and later, "Conference Leader." Thus, our American Conference came into existence.

Just how Dr. Allen and his contemporaries (Dr. Charles A. Prosser, Mr. C. F. Klinefelter, Mr. Frank Cushman, and Mr. Alfred Cooper were outstanding) fitted the facts together so that in 1926 Bulletin No. 125, The Training of Conference Leaders, established the techniques of conference leading firmly into the educational pattern, will probably never be known. It would be nice to believe that they followed the pattern of thinking outlined herein. Perhaps they did.

We would be the first to concede that many factors and elements have played an impressive role in the developmental stages of the conference. We are also aware of the fact that many of these factors were static until in 1910, when the promulgation of evidential needs activated motivation in a goal-directed effort to the degree that within a period of four years (1914) the key factors were slipped into place by "Skipper" Allen, and twelve years later (1926) a publication established the acceptance of the conference method as an excellent educational and problem-solving device, when in the hands of a capable leader.

Among the many factors and elements contributing, we would isolate three as the keystones supporting the entire structure. They are: (1) The Art and Science of Questioning, (2) The Baconian Method of Problem Solving, (3) The Five Thinking Devices.

1. THE ART AND SCIENCE OF QUESTIONS: Socrates was one of the first to view teaching as the direction of activities. He distrusted the lecture method, claiming that it projected ready-made ideas into the minds of the pupils. He believed that the pupil had written his possession and true whole-thought. The trick in teaching was to lead the pupil to discern his own wisdom, even though the process was involved and time-consuming. The question to Socrates was a means of including mental activity, not merely a means of testing factual content.

It is said that the Socratic method had two movements: First, the ironic or destructive, which proceeded by questioning to bring the pupil from unconscious to conscious ignorance; and, second, the constructive, which proceeded by further questioning to lead the pupil from conscious ignorance to truth.

The relationship between Socrates and his pupils is understood to have been of the methodical or formal type. This, of course, can be questioned. For instance, the expression, "Socrates stooped to the level of arguing with his pupils," we could question the inference of formality in regard to method--which, of course, matter little from the standpoint of our discussion. Nor are we concerned as to whether he worked with groups or individuals, since the point we are endeavoring to establish is that Mr. Socrates put questioning on the map, so to speak.

Now let us look at questioning from the viewpoint of the modern teacher and conference leader.

Beginners and academic teachers who have never led a conference often confuse the conference question with the quiz type question. The two are as different as the poles.

The quiz question is used by the school master--it assumes that a person already has reached a conclusion and can answer the question. If he has not reached the conclusion, the question cannot be answered.

The conference question assumes that a person has not reached any conclusion, and guides the person in his thinking in order to reach a conclusion.

In comparing these two types of questioning with Mr. Socrates' concept of the device, we can conclude that Dr. Allen and his colleagues by-passed the ivy league in their digression into the age of the classics from which they emerged with the classical contribution to modern conferences conceived and promulgated by our ancient friend and scholar, Socrates.

2. THE BACONIAN METHOD OF PROBLEM SOLVING: The second of the keystones supported the structural design of our American conference was a contribution of the Fourteenth Century, the Baconian Method of Problem Solving. This device was invented or brought to light in the year 1352 by Roger Bacon, a British monk. Roger did not receive recognition, nor was he given full credit for this magnificent gift to civilization. Another Bacon, given name Francis, reaped the reward in 1620 when he published his Novum Organum (New Instrument of Thought) which became the most influential book of the Eighteenth Century, and even in his own day Francis was handed great honors and was given credit for popularizing the fruits of the Renaissance.

The Baconian method of problem solving consists of twelve steps:

1. Spot the problem.
2. Analyze the problem to get the facts needed to solve it.
3. Analyze the facts which you already know about the problem, in order to determine what additional facts will be needed.
4. Obtain the missing facts.
5. Put all of the facts together.
6. Throw out the facts not needed.
7. Mill the facts through the mind.
8. Make a decision based on the facts.
9. Make a plan for solving the problem based on the decision.
10. Put the plan into effect.
11. Check the results.
12. If wrong start over.

This scientific method of approaching a problem has been tampered with since first it became popular. It seems that the intelligentsia of educational circles, in proselyting their own so-called ideas, deem it their duty at some stage of the game, to give this work of art and science a going over. Needless to say, they have never succeeded in anything other than the making of rearrangement of the original steps. This results usually in the form of a contraction of the lengthy process.

Among those who purloined the work of Roger Bacon (as well as the foreman training course developed by Dr. Allen) was the T.W.I. (Training Within Industry) group who was responsible for the World War II "jitters" (J.I.T. - J.R.T. - J.M.T.). In their Job Relations Training course they presumedly established what they called "The Four Step Method of Solving a Problem." Imagine their chagrin and embarrassment if they knew that someone read between the "four steps" and found there the other eight just as Mr. Bacon set them up some five hundred years ago. However, few of the many who have tried have been so successful in fooling such a large number of Mr. Barnum's (one born every minute) public.

The Bacon Boys gave to the world the formula for inductive thinking, said formula being accepted by the philosophic, educational, and scientific gentry of all succeeding generations, even if they did try to change it. So it is small wonder that Dr. Allen and his co-workers climbed aboard the band wagon when they were faced with the gigantic task of helping people to recognize and solve their own problems by moving them from unconscious to conscious ignorance of such problems and then to proceed to lead them from conscious ignorance to an acceptable solution of those problems.

Then, let us, as self-appointed philosophical philanthropists, conclude that Messrs. Bacon and Bacon provided the bacon bagged by Dr. Allen and his cohorts, from which was carved and fitted into the structure the second keystone of our American-made Conference.

3. THE FIVE THINKING DEVICES: The five thinking devices, so far as we have been able to ascertain, were isolated and developed by Dr. Charles R. Allen and his co-workers in implementing the structural design of "The Conference."

When Dr. Allen and his colleagues wrought these devices from the mysterious realm of the unknown--either by analysis or accident--they wedged into place the missing keystone that had so successfully eluded, through the centuries, the self-styled authoritative educators who, in their stupidity, even yet develop second-hand ideas based on so-called facts acquired by tabulating unreliable data gathered by sacred questionnaires that have been carefully prearranged in order to dupe a little-thinking public into substantiating an idea that the professor never had in the first place. (Compare this method to that used by Mr. Archimedes in his bathtub romance.) Apparently Dr. Allen was able to see common-place phenomena and attach significance to them, and the isolating of the five thinking devices could well be termed "Skipper Allen's Principles," the discovery of which would have fully justified his racing into the street, clad only in his birthday suit, shouting, "Eureka! Eureka!"

Documentary evidence indicates that Dr. Allen did attach significance to classical concepts handed down by the sages; that he purposefully explored methods used through the ages before arriving at his conclusions.

Dr. J. C. Wright, Director of the Executive Staff for the Federal Board of Vocational Education, and Dr. Allen stated (1926) that the conference which is now regarded as a new discovery is, as a matter of fact, the oldest known method of teaching. The so-called Socratic method as carried out by Socrates was really a form of conference work when he discussed matters with groups. In fact, Plato's "Republic" was nothing more than a report of an imaginary conference. The underlying pedagogy of the conference is essentially that of Rousseau, and in general that of Froebel and Pestalozzi.

The five thinking devices, isolated and developed by Dr. Allen as outlined by Dr. E. R. Plowden in his lectures at the University of Alabama, are:

1. The Evaluator: Shall I? or Shall I not? in terms of advantages and disadvantages to be weighed against functional values. It is usually set up by the conference leader in this manner:

Advantages	Disadvantages
1	1
2	2
3, etc.	3, etc.

A variation of this device is the "Pro and Con" analysis popularized by Dr. Charles A. Prosser.

2. The Diagnostic Device: Answers the question "Why?" and is set up as follows:

Effects	Possible Causes	Remedy
1 -	1 -	1 -
2 -	-	2 -
3 -	-	3 -
	2 -	
	-	
	-	

A variation of this device would be:

What is Wrong	What is Likely to Happen	What is Cause	What Will Remedy

3. The Universal Device: (Proportional Premise) This device is very popular with those who like to state their cases in mathematical form; that is,

true
false
A proposition is wise in proportion
unwise

1 -
2 -
as these items 3 - check with the items
4 -

of the premise.

That is, when the facts are drawn from the group they may be arranged, if so desired, so as to actually weigh the material by charting in this manner:

Items to Weigh Against
(Premise)

Items to be measured	1	2	3	4	5	6	7	8
1 -								
2 -								
3 -								

By using yes-no, true-false, wise-unwise, etc., or by giving items of the premise of value, the group can very easily draw an acceptable conclusion.

4. The line Analysis Device: What? (are the facts) this usually consists of a laundry list of the facts. For example:

What Are the Duties of a Coordinator
1. Fact
2. Fact
3. Fact

This is probably the most used method in training conferences, and of course plays an important part in combination with the other devices.

5. Methods Device: (Planner) To establish a method for getting something done. It may be set up this way:

What I Should Want to Do or Know	What I Want to be Able to Do or Know	What Can I Now Do or Know	What I Must Learn or Get	How or Where

A variation of this would be:

Training in What ____

Training for Whom ____

Content	How Can It Best Be Done	Who is Best Qualified to Do It	When	Where How Long	What is Needed

There are many variations of these five devices for thinking. In many cases we find a combination of two or more being used as the leader guides and charts the thinking of the group.

Naturally, these devices had long been in use before Dr. Allen classified them, as they are the only known method of thinking, and we will almost agree that thinking was a process used prior to days of Dr. Allen; still it could be questioned--or could it? What we would like to emphasize here is the fact that Dr. Allen not only isolated the five methods of thinking; he also proceeded to pictorialize them in the form of charts and diagrams. In other words, he has introduced a method whereby the functioning of the gray matter can be actually charted and pictured on a blackboard. Scientists in the field of psychology and biology might question this, but it is perfectly natural that they should because few of them have ever led a conference--they are of the type that lecture and tell you. They never ask. So, how would the poor fellows ever find out!

Just imagine making a picture of the Thinking Processes in action! That is what Dr. Allen did when he analyzed Step No. 7 (Mill the facts through the mind) of Bacon's twelve steps, and the chances are that if The Great Architect of the Universe had not called "The Skipper" Home to help with some of the problems Up There, he probably would have added technicolor and television. Who knows?

CONCLUSION

Perhaps we have not established the fact that the entire structure of the conference is locked into place by the three keystones herein discussed. On the other hand, remove any one of the three and it will crumble into dust as have the classical structures of ancient Rome.

We are willing to let the matter of opinion rest with the individual who may attempt an analysis of this modern creation of educational design, but, we predict that, sooner or later, the individual venturing such exploration will find himself at the door of the sanctum sanctorum where dwell the creators of our modern conference: Socrates, the two Bacons and Dr. Charles R. "Skipper" Allen.

A COMPARISON OF EDUCATIONAL PROCEDURES

BASIS FOR COMPARISON	INFORMATIONAL PROCEDURE	INSTRUCTIONAL PROCEDURE	CONFERENCE PROCEDURE
	To put the individual in possession of information which he does not possess.	To put the individual in possession of skills or abilities which he does not possess.	To assist a group of individuals to do more efficient thinking on problems calling for decisions or action.
Person in charge	Recognized as the chairman.	Recognized as the teacher.	Recognized as the leader.
Job of person in charge	To get information into possession of individual members of group.	To make individual members of the group able to do a specific job.	To help individuals of the group to develop a technique of solving problems.
Chief asset of person in charge	Knows the subject and knows how to present it effectively.	Knows how to do the job he is to teach and can teach it.	Knows how to think straight and lead discussion efficiently.
Psychological conditions	Absence of information on the part of the group.	Absence of job ability or knowledge on part of class members.	Possession of experience, job ability, some job judgment & information by the members of the group.
Operating technique	Steps: Presentation Checking 1. Gives lectures 2. Gives informational talks 3. Gives printed or written material 4. Uses charts, cuts, illustrations	Steps: Preparation Presentation Application Checking 1. Demonstrations by instructor 2. Motion Pictures	Steps: Assemble facts and data Select pertinent facts & data Evaluate data Formulate a decision or plan 1. Uses conference
Source of subject matter	Other than the group.	Other than the class.	The group
Subject matter selected by:	The Chairman.	The teacher.	The group.
Results to be expected	Members will possess correct information	Learner will be able to do job correctly.	Members of group will develop a technique of "thinking through a problem."
Measure of accomplishment	Learner can reproduce information.	Learner can do job unaided.	Members of group can handle situations better.

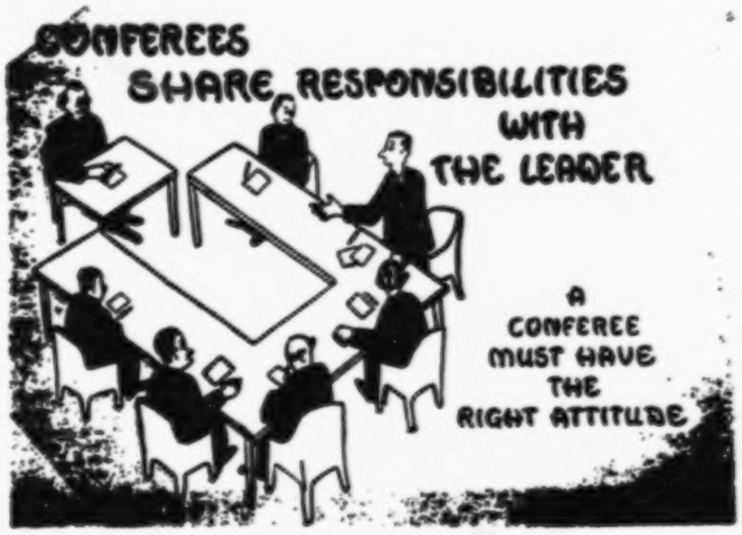
CONFEREES SHARE RESPONSIBILITIES WITH THE LEADER
A CONFEREE MUST HAVE THE RIGHT ATTITUDE

Figure 4

It must be assumed in training conferences that the answer lies within the group. Therefore you can readily see the necessity for having a group of participants with supervisory experience. You cannot teach by the conference method, a group of people who have not had supervisory experience: No experiences, nor answers. Obviously in this case, if such persons need instruction then the conference method is not recommended. There are two schools of thought regarding supervisory personnel development programs for industry. One school of thought holds that we should develop "Canned Programs" to be offered to industry. The other school of thought contends that we should tailor each program to the specific needs of an industry at a given time. The latter seems more realistic, of course, not eliminating the possibility that a Canned Program may serve the specific need. For example, in our present time it is certainly possible that with the expansion of industry, the well known J.I.T. (Job Instructor Training) Program may serve the need. On the other hand it is possible that additional material is needed.

Very often we hear the phrase, Executive Development Program. Executive Development Programs differ slightly from the type of programs offered by area vocational schools to the first levels of managements. Executive Development programs differ in this respect; first, in the type of persons who attend. Usually, it is the top executives, or the top decision-making people of the company. Second, in content. The content is usually highly specialized. For example, data processing and work simplification. Third, the institution or organization offering such programs. They are usually offered by the larger colleges and universities, and such organizations as the American Management Association, while the content of these programs sometimes overlap the content of supervisory training programs they differ in at least those three respects from what we usually term supervisory personnel development programs.

Definition of Terms:

1. Supervisory Personnel Development - Programs of instruction designed to upgrade and improve the quality of supervision given by employed industrial supervisors to industrial workers. The technique of instruction and content has few limitations.

2. Supervisor - Any person employed by industry who gets work done through other people. Typical titles are: Foreman, Supervisor, Superintendent, Production Manager, Department Head, Assistant Manager, and Manager.

3. Conference - A single determinate conference meeting of one and a half to three hours in length, dealing with specific objectives on a preselected subject (sometimes known as a training or "shaped" conference).

4. Supervisory Training Program - A series of one or more conferences or meetings conducted for supervisors of a company, or selected supervisors of several companies.

5. Session - A meeting of supervisors in a planned supervisory training program conducted according to any of several acceptable methods of instruction, such as: a determinate conference, symposium, panel, brain storming, lecture, etc.

Why should the area vocational schools do this kind of training for industry? With centralized screening and decentralized hiring, as practiced by industry, the industrial supervisor in most instances makes the final choice from qualified applicants for a particular job. The implications are obvious, the school is continuously turning out trained employees for industry. Another reason, you are performing a useful service to industry and industrial personnel because industry generally promotes from within. It helps broaden the school services to industry. Conducting of supervisory training programs often leads to conducting other supplementary programs. Working with industry helps keep your entire program geared to the needs of industrial personnel.

In conclusion this conference training material is intended for use in training conference leaders to conduct this particular kind of conference, the training conference normally, basic procedure for conducting supervisory personnel development programs for industry. It is assumed that we are teaching a person unfamiliar with this procedure, therefore the lecture method is employed to impart this information. A practice session phase needs to be set up for participants. The potential conference leader must not only learn, he must practice and continually evaluate his success. Conference leading is a social skill. Supervisory training is a definite part of Vocational Trade and Industrial Education and is of value to industrial personnel, the vocational school, and vocational school personnel.

Figure 5

CHAPTER II

THE CONFERENCE LEADER

Probably the first question to be raised by the participant would be this. "Why should I be learning to conduct a training conference?"

YOU ARE
THE KEY MAN

Figure 6

WHAT MAKES
A GOOD
LEADER?

Figure 7

"You stand to profit greatly by leading conferences. There is no better training in the ability to organize material, and to think clearly and rapidly than that provided the leader of a conference. The responsibility for controlling and directing the thinking of a group of men is a real privilege, and also a challenge. The qualities that contribute to success in leading conferences are identical to those that are required to meet the challenges in the economic, social, civic, and political arenas in which individuals operate in the pursuit of goals, interests, and ambitions. The conference leader extends the horizons of his knowledge, broadens his viewpoint. He acquires a knowledge of how to handle complex human situations that is difficult to acquire in any other way. The mental exercise of matching wits and staying one jump ahead will bear fruit in many another social situation. He has a unique opportunity to study human nature in a controlled social setting. He learns the value of tact and patience; he learns a great deal about logic. He develops ability to sell ideas. He has an opportunity to be of service to his fellow man. In short, leading a conference affords rare opportunities for mental, moral, and social development. It is a privilege to be sought."[1]

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[1] File No. 391, Department of Trade and Industrial Education, University of Alabama, 1949, Sullivan, Rex and Head, Lee R., Jr.

You note that there are many personal advantages to be gained from having the ability to lead a conference. Not only are you a better conference leader but you are also a better conference participant. Conference leading is generally recognized as one of the skills of competent leadership. No two conferences you conduct will be the same; however, there are a number of principles known about conferences, a number of techniques which can be learned to help you in leading a conference. You may have asked yourself, "What does a conference leader do when he leads a conference?" To answer this let us look at an analysis of the conference leaders job.

ANALYSIS OF THE CONFERENCE LEADER'S JOB

What the Leader Does	Devices He May Use
Presents the problem or topic.	1. Place the general purpose of the discussion before the group. 2. Suggest the importance of the problem. a. By reference to a previous discussion. b. By examples (if possible). 3. Define the terms that have been used so that there amy be no confusion or misunderstanding. Avoid use of terms that are not generally used by the group.
Starts the discussion of the topic.	1. Ask an overhead question. Example: How many of you have had more than five years' experience as a foreman? 2. Raise debatable questions 3. Cite a specific case for illustration. 4. Misstate opinions to provoke opposition.
Develops charts	1. Enter appropriate headings. 2. Change headings to expand the discussion. 3. Add columns when needed (in an emergency).
Enters the selected points on the charts.	1. Select the essential points or facts that have been brought out in discussion and interpret them when necessary. 2. Summarize or brief the itmes for chart entry. 3. Tactfully eliminates the non-essential data.
Guides the discussion	1. Keep the discussion concrete; insist upon specific cases; avoid philosophizing. 2. Use overhead questions (to the group). 3. Ask leading questions. 4. Use direct questions (to an individual). 5. Illustrate points with sketches, diagrams or stories. 6. Assist the members in expressing themselves.

Analysis of the conference leader's job (continued)

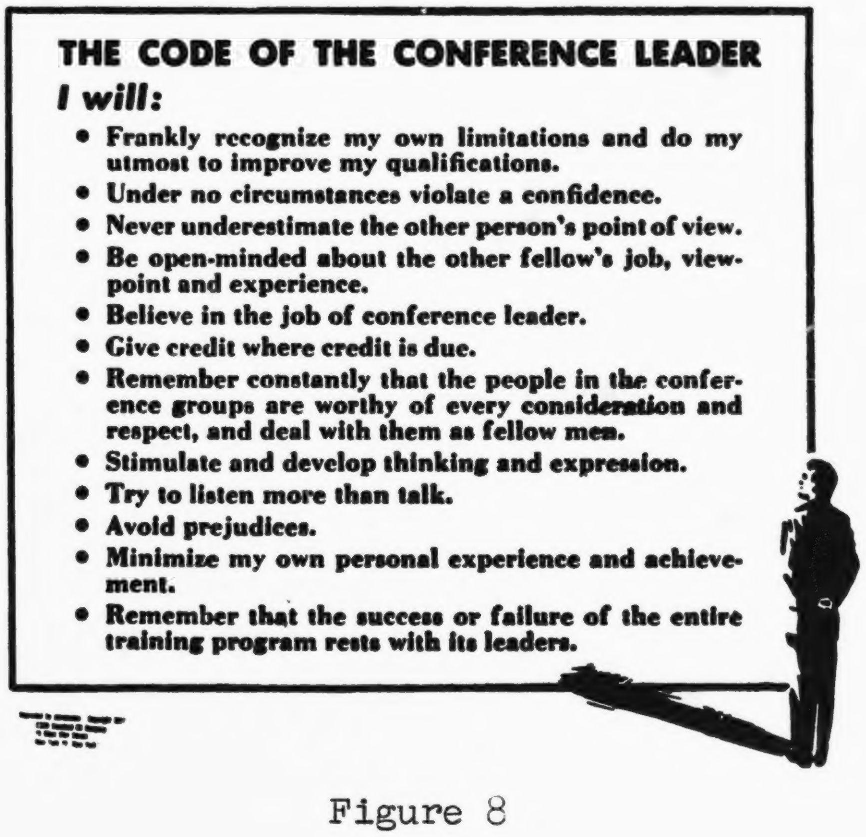
What the Leader Does	Devices He May Use
Controls the discussion	1. Accelerate the discussion. a. Bring out specific cases to provoke interest. b. Make negative statements. c. Start a friendly argument between two group members. d. Encourage some member of the group whose opinions are known to take issue with the previous statements. e. Take up an interesting side problem to revive the interest of the group. f. Call attention to the short time that remains. g. Stand up if he is seated. 2. Slow up the discussion. a. Cite cases that illustrate points of view that have not been suggested. b. Tell some stories. c. Ask whether the group has considered all sides of the question. d. Summarize the opinions
Prevents "side-tracking."	1. Restate the original problem objectives. 2. Ask what the point has to do with the problem. 3. Ask questions to bring the discussion back to the point. 4. Point to the item on the chart without speaking. 5. Secure a statement from a level-headed thinker in order to head off the "rambler." 6. Request the individual members to postpone the side issues until the main point has been settled. 7. Summarizes the discussion (Thus far we have, etc.)
Takes a "side-track" deliberately. a. When it is needed to revive interest. b. When the topic has been exhausted.	1. Recognize the worth-while side issues that have been brought up. 2. Recall the live topics that were suggested at earlier sessions. 3. Control the side-issue discussions to maintain their relationship to the original problem.

Analysis of the conference leader's job (continued)

What the Leader Does	Devices He May Use
	4. Return to the main problem after the "side-tracking." 5. Compliment the individual who caused the "side-track" and ask, "Where do we go from here?"
Deals with the individual members of the group.	1. Restrain the talkative person. a. Disregard him, and recognize another person. b. If he is bluffing, put him "on the spot" by asking questions that will reveal his weaknesses, but do not comment on them. c. Politely ask him to give the others an opportunity to express their views. 2. Encourage the silent, friendly person. a. Lead him into discussion by a question that suggests the answer. b. Build confidence by protecting him through interpreting his statements so others will appreciate his opinion. c. Visit him at work. 3. Break the silence of the "I am against ..." person. a. Find out what he is interested in. b. Get some member to "pick on" him. c. Cross him by a positive statement. 4. Use the person who actually knows and realizes he is the "last word." a. Give him opportunities to show his knowledge in order to keep him interested in giving to the group. b. Steal his "thunder" and give the credit to other members of the group. This quiets him when he becomes too dominating.

Analysis of the conference leader's job (continued)

What the Leader Does	Devices He May Use
	5. Temper the high-strung or touchy person a. Display a helpful attitude. b. Come to his rescue in critical situations until he learns to give and take in a discussion. c. If necessary, hold a private conference with him, and get him to see that it is a game of "give and take." d. Turn the situation into good fun.
Summarizes the discussion.	1. Review the high spots of the discussion, emphasizing those points in which the group members expressed particular interest. 2. Announce the topic for the next meeting.



THE CODE OF THE CONFERENCE LEADER

I will:

- Frankly recognize my own limitations and do my utmost to improve my qualifications.
- Under no circumstances violate a confidence.
- Never underestimate the other person's point of view.
- Be open-minded about the other fellow's job, viewpoint and experience.
- Believe in the job of conference leader.
- Give credit where credit is due.
- Remember constantly that the people in the conference groups are worthy of every consideration and respect, and deal with them as fellow men.
- Stimulate and develop thinking and expression.
- Try to listen more than talk.
- Avoid prejudices.
- Minimize my own personal experience and achievement.
- Remember that the success or failure of the entire training program rests with its leaders.

Figure 8

It is important for the conference leader to understand that he cannot acquire a number of techniques and use these like "pulling rabbits out of the hat." Conference techniques are not a bag of tricks for the manipulation of people. It is important for the conference leader to use techniques with tact and skill realizing that he is driving for the accomplishment of certain objectives under a title. He must be sincere. Conference leading requires continuous study, continuous practice, continuous evaluation, to be effective.

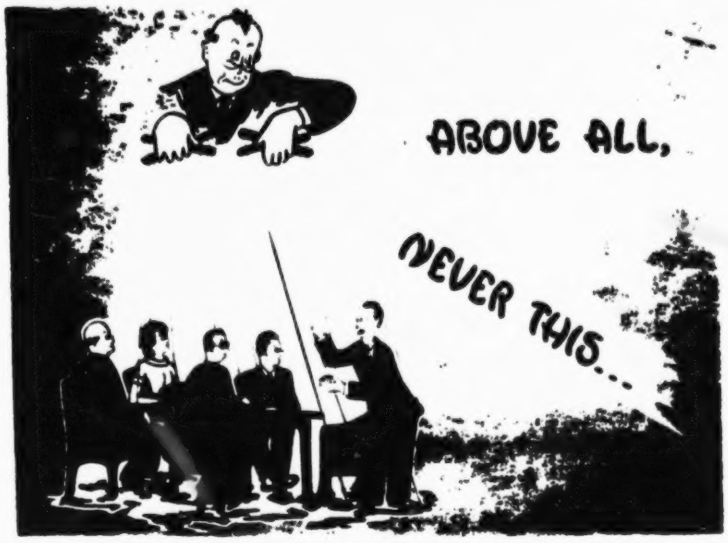


Figure 9

In conference leading there are two schools of thought on preparation, background and qualifications. One school holds that the conference leader can lead a conference on any subject even on unfamiliar subjects if he thoroughly understands the techniques of conference leading. The other school of thought holds that the leader should not only possess this but should also have as much supervisory information and knowledge as possible. The latter seems more logical; however, there is the danger that more knowledge may lead to a tendency to expert and certainly the conference leader does not expert.

The Conferees:

The conferees may be asking the same question that you asked, "How will I benefit from this training?" First, they will benefit because it gives them ample opportunity to learn and share in other peoples problems. The conferee is made to realize that he is not the only one who has supervisory problems. Furthermore, that his problems of supervision are basically the same problems as many other departments of the same industry. Second, the discussion enables him to understand that other people have sound ideas and opinions based on experience. Friction and jealousy often are replaced by friendship and good will due to the new understanding. Three, the soundness of ones ideas and opinions are tested before a friendly but critical group. The lone chronic dissention is likely to re-evaluate his ideas and opinions under the influence of the majority of opinion. Four, individuals develop a habit of thinking clearly before speaking and acting and when they do speak it represents sound, logical, and mature thinking, capably and convincingly expressed. His individual experience is broadened, what one does not know the other may know; the sum total of knowledge is increased. Sixth, people from the same organization become aware of their mutual dependence on each other and tend to become more open-minded to new ideas within a large framework of reference, thus group solidarity is enhanced. These are some of the things that the individual can expect to gain from having attended training conferences.

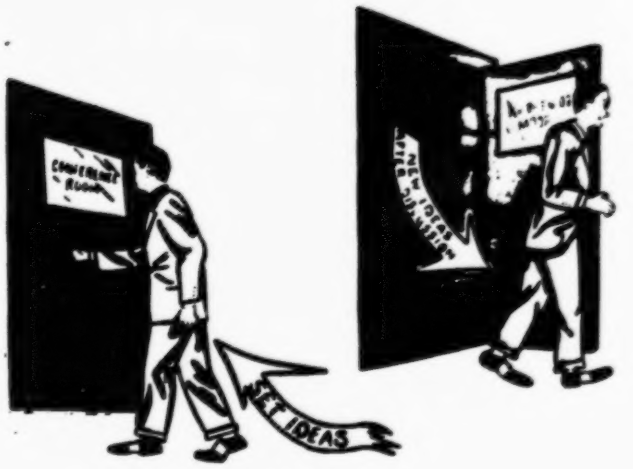


Figure 10

Who Is A Supervisor:

Generally we accept this definition, "A SUPERVISOR IS ANY PERSON WHO GETS WORK DONE THROUGH OTHER PEOPLE." Usually this distinguishes who is management and who is a worker. When we use the term supervisor, of course, coming back to our definition, we do not intend that it should apply to only one position, by definition it may include people of various titles, foremen, supervisors, superintendent, department heads, etc.

Line and Staff:

The conferees for a particular series of sessions may be people from both line and staff positions. It is important that you as a conference leader understand these two types of people within an industrial organization. The line organization are those people who represent authority, one so to speak is the boss over the other, from the lowest employee of the organization all the way to the president of the organization. They are the people through whom the orders for action flow and who actually get production out. This is based upon the old military organization. Modern industry also uses a group of specialist in staff positions to recommend, suggest, make special studies, etc., performing essential related tasks. Some typical examples of staff would be industrial relations, personnel department, safety department, and engineering department. While they do not have the authority invested in them to direct line people as to what to do, they do recommend to line people what they think would be the best action for the organization thus bearing indirectly on production and the general welfare of the organization. Generally speaking, you may have both kinds of people within a series of sessions; however, you should keep in mind that with line personnel it is better to have no more than two levels of supervision. Any time you have a vertical line group there is an inclination on the part of some not to "speak up" because the boss is present. They are afraid what they say might be held against them. It is far better, if the organization is large to have people from one or two levels of supervision dealing with these levels one at the time. Some companies start their training programs with top level people allowing the program to filter down through all levels of supervision taking them level at the time. In training conferences, success depends not only on a trained conference leader but also the experience background of the conference participants and their willingness to reveal their experience for the benefit of the group. Generally, in conferences of 20 first-line supervisors with a total of less than 100 years of supervisory experience, the leader will have to pull much harder for contributions. With a total of from 100 to 300 years of supervisory experience the leader will find that contributions come easier. Of course, much depends upon your being able to draw this experience into the conference on the subject under consideration.

The conferees represent different people though they may also be classified as typical conference characters. You should be familiar with these conference characters and know how to deal with them.

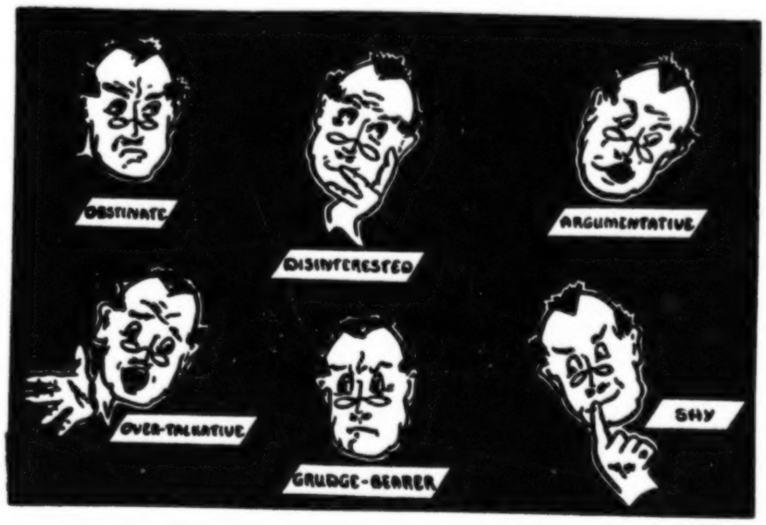


Figure 11

CHARACTER	HOW TO DEAL WITH THEM
1. The person who wants to impose his opinion on everyone else - the know-it-all.	Encourage other members to comment on his remarks freely. Let the rest of the group take care of him. Build up the confidence of the group in themselves so that they will not be imposed on by this type of member.
2. The person who wants to argue. This type is always trying to cross up the leader. He will quibble over the most trivial detail and loves to get the other fellow's goat.	The first rule in this type of situation is to keep cool. The leader should not lose his head nor allow others to do so. Use questions. Draw out the individual and turn him over to the group. Give him enough rope to make some absurd, foolish, or far-fetched statements. Keep members from getting personal.
3. The person who thinks you are telling him how to run his job and resents it. This person may feel that he knows his job better than anyone else.	Get him to feel that this experience can be valuable to others, that the purpose of the conference is to exchange ideas and to pool experiences.
4. The overtalkative individual - the one who wants to do all the talking.	Be very tactful but interrupt and ask others to comment. It may be necessary to ask him politely to refrain from talking and to give someone else a chance. If it cannot be done without embarrassing the individual, a private talk would be advisable. Fail to recognize him. Don't look at him when you are presenting a question. This makes it difficult for him to "get the floor." Deliberately turn to another conferee and ask for his opinion. Establish a rule that no member should speak too long on any question until everyone has had a chance to talk. Keep a participation chart for a conference and show him that the others aren't getting a fair chance to express themselves. Relocate his place card.
5. The shy individual.	Call on him by name and give an opinion; but ask him an easy question he is sure to answer well, and then praise him. Find something for him to do to help you in the conference; for example, to hang up charts, assist in a demonstration, or make a report.

CHARACTER	HOW TO DEAL WITH THEM
6. The obstinate individual - has no time for school - doesn't believe in these new fangled ideas	Can wreck a conference if not handled properly. Study the individual to determine his likes and dislikes and special interests. Try to win his personal friendship. Hold up the good points in his department to illustrate points discussed. Let the conference situation convince him that his opinions will not be challenged every time.
7. The disinterested conferee.	Ask direct questions affecting his work. Ask him advice pertaining to some features of the meetings. Quote tactfully some statement he has made to you outside the conference. Pick out something in his department and hold it up as a good example. Carefully bring up things in which you know he is interested.
8. The person who attempts to get your opinion instead of giving his.	Refer the question back to him and then back to the group.
9. The person who carries a personal grudge	Avoid discussion about his pet peeve. Explain that any problem discussed must be for the greatest good to the greatest number and that no personal gripes will be discussed. If the grudge is between two individuals in the group who hold a personal grievance against each other, avoid discussion between them and reschedule one of them for another time with a different group.
10. The person who is wrong, but whom others in the group, out of respect, refuse to correct.	Always avoid direct criticism, sarcasm, and ridicule. Use indirect methods. Analyze a similar case without reference to him personally. Talk to him in private.

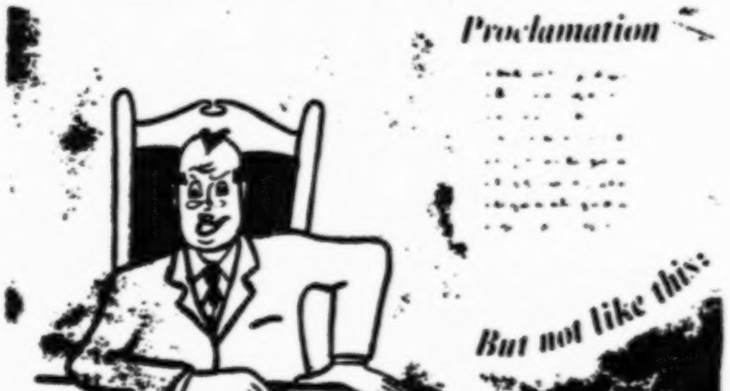


Figure 12

Another factor which influences how a conference will progress is the seating arrangement of the individual people particularly with reference to some of these characters. It is assumed here that you will have established the proper significance toward the place card (or pup tent), which identifies the place of each person at the conference table. If you have at the beginning pointed out that you do not want the conferees to change the position of these, then you will have little difficulty in having them remain in the place where you have located them. The seating arrangement of conference characters affects how they will participate. Seating will be in relation to the position you take as a leader with reference to the group. Most leaders like to work down the right-hand side of the conference group. For example, in a "U" shaped arrangement he may work down the right hand side and back to the front of the conference tables. This being the case, an overtalkative individual can be placed where you will automatically overlook him. Place him up under you, and, it is easy as a conference leader to overlook him, not allowing him to get your attention. Also, there are other key spots, you may want to place the shy individual in just the opposite position, place him on the opposite side of the table so that he will automatically have your attention and thus will feel free to speak up. Don't put the shy individual in a position where you are not likely to draw him in. It is always well to consider and reconsider the seating arrangement of your participants, you may have two people who work together and thus sit together. A side discussion, off the subject, will likely occur. Sooner or later someone gets the idea that you are placing the name cards for particular purposes. It might be well to indicate that you do not use any pattern that you are simple "pulling them out of the hat," because generally this is true. You will be concerned about the seated position of only a small portion of the participants.

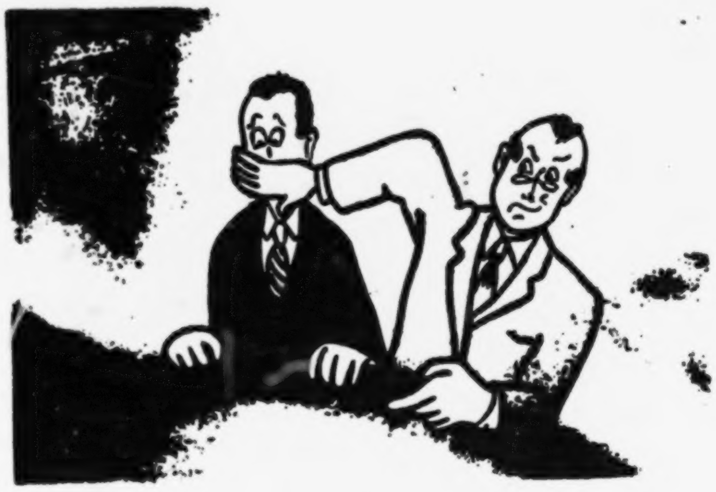


Figure 13

Scheduling:

Basically there are three ways of scheduling conferences for employees. Usually conferences will be scheduled on their own time, probably at night, or on half company and half own time, or completely on company time. You have to be concerned about the frequency of conferences, will they be once a week, will it be from 2 to 4 in the afternoon, etc. This of course depends on what kind of arrangement you work out when making plans with the company involved. Generally speaking, conferences meet once a week, for two hours until the series is completed. Some states, however, conduct programs on each afternoon for two hours for a series of five consecutive days therefore completing an entire series within a week.

How Many?

Figure 14

This depends on the type of conference it is. If it is a program in which the participants take a large active part such as "conference leading" or "speech training" the best size group will be between 10 and 15 participants. On the other hand, if it is a regular conference dealing with some single subject in the area of human relations, then you can safely handle about 20 participants. Experience shows that 20 is about as large a group as you can satisfactorily work. If you have more you can't get complete participation, if you have less then you may not have sufficient years of supervisory experience represented to make a worth-while conference. In your planning for conferences, don't make the mistake of having it announced by the company that conferences will start and all those interested, should come at such and such a time and place. Take the time to plan thoroughly with the company including who shall come, know the exact number and preferably their names.

CHAPTER III

PREPARING FOR A CONFERENCE

Conference Outline:

In preparing to conduct a conference, the conference leader to succeed, will spend considerable time in making a conference outline. The conference outline consists of several major parts. The first part is the title of the conference. The second part consists of the objectives for that particular session then will follow certain basic or primary questions probably with some secondary questions, and possible conclusions for each of these.

THE
CONFERENCE
OUTLINE
IS
ONLY A GUIDE
R
H

Figure 15

In preparing for a conference, we will consider the parts of the conference outline as they appear on an outline. They are not necessarily prepared in this order. Let's look at a finished outline attached hereto, let's consider first of all the title of the session.

Title:

A great deal of consideration should go into the selecting and phrasing of the title. You might suggest a title such as "promoting cooperation." While that is a worthy topic in any place or company, it is not specific enough for a conference title. For example, "promoting cooperation between departments" is far more specific and far more definite. In a conference we must have a definite title with specific objective. Promoting cooperation may be between departments, between the company and the community. After the title come objectives, to be accomplished in that particular session. It is important that the leader have in mind the 3 or 4 objectives which he is trying to accomplish under the title. It is not only important that the leader have these in mind, but also that he place these on the chart or blackboard at the outset

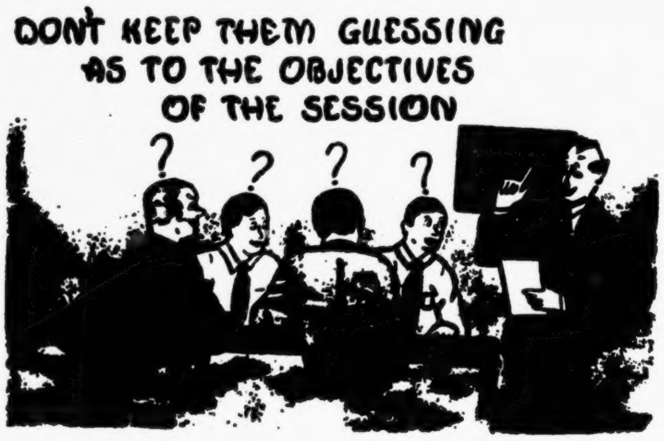


Figure 16

of the conference. So that the participants are not "in the dark" as to what they are trying to accomplish under the title. Under any given title there are many objectives that could be accomplished. The participants should know that the title is further refined to specific objectives. It may be difficult (if specific directions have not been given) to phrase the objectives after you have selected the title, since no consideration has been given to the body or main portion of the conference. From this consideration later may come objectives, so let's consider the body of the outline and then come back to stating the objectives.

The Question:

Probably the most significant thing about leading a conference is a thorough understanding of the art of questioning. This probably is the one basic key for successfully leading conferences. You must understand the difference between a conference question and a quiz question. A conference question assumes that the person has not reached a definite answer while in the quiz question we assume that the person has reached a definite answer. The quiz question might be simply trying to recall what an author wrote or what has been said about a particular subject, while the conference question is specifically designed to provoke thinking on the part of the individual, making him think about something that he has not particularly thought of before, and thus not decided on an answer.

Types of Questions:

Stated questions may be divided into three types, depending on how they are presented to the group.

Overhead: First, the overhead question. A question, stated in such a way, that it is given out to the entire group. Anyone may respond. For example, a question such as this, "What are some evidences of the lack of cooperation between production and shipping?" Such a question thrown out in this manner is an overhead question. The more of these the better will be your conference.

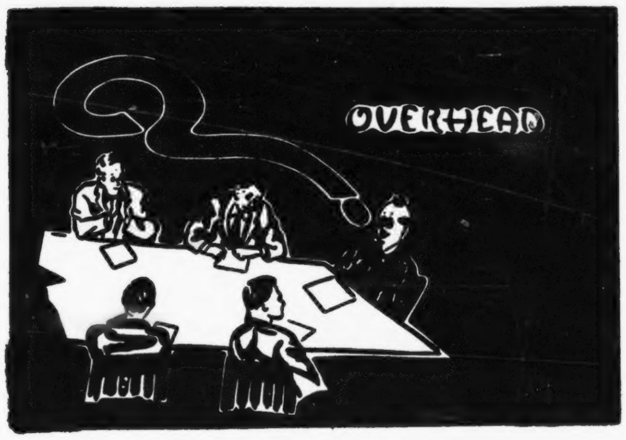


Figure 17

Direct: The second type of question as used by the conference leader is the direct question--a question given to a specific individual for answer. You should consider the individual when giving a direct question, for you take the risk that he may not have the answer and thus become embarrassed. If you think the person may not have an answer, then "tack on" some phrase which will allow escape without embarrassment. For example, you might say: "Tom, how would you go about getting an operator to cut down waste at his machine, or have you ever experienced this?" In this case the second part of the question "have you ever experienced this" gives Tom an opportunity to get "off the spot" without embarrassment--a direct question with an "escape valve." It is easy for Tom to say that he never had that happen, therefore, you do not embarrass him. On the other hand if Tom has the answer he will give it. Direct questions should be used sparingly to draw reluctant participants into the discussion.

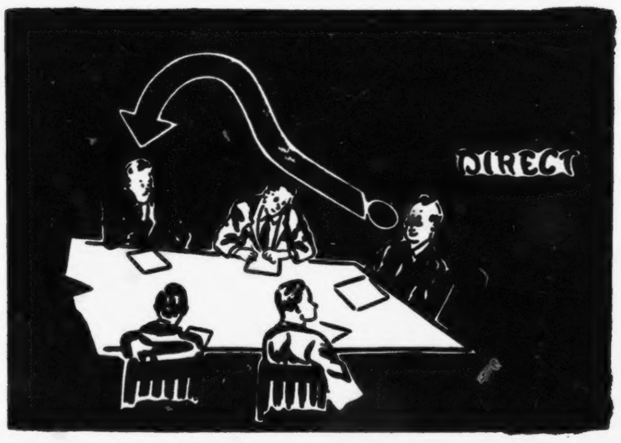


Figure 18

Return Question: Another type of question which frequently appears is the question asked by the participant of the conference leader. There are individuals who like to get the opinion of the conference leader. Remember you are not experting and therefore you should rarely give answers in the conference session. There are some exceptions but generally speaking you should not answer a question directed at you by a participant. On the other hand, when a participant has directed a question to you, there is a better than ever chance that he has some kind of an answer in mind. It is far better to return the question. You might simply return it by saying, "That's a good question, Tom, what do you think of it?" In this case you have returned the question to the group, it is probably better to return the question to the individual giving him an opportunity to answer and then if he does not answer direct it as an overhead question to the entire group. If you must answer the question, give a case (in the third person). This is far better than a first person answer.

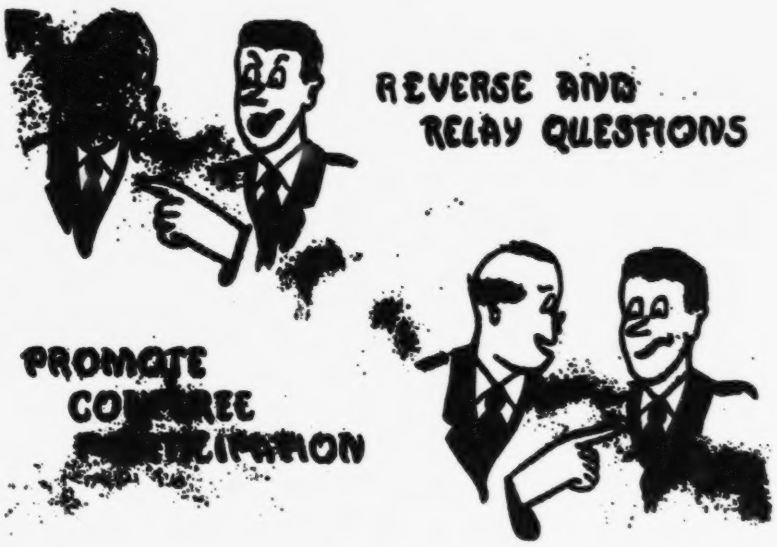


Figure 19

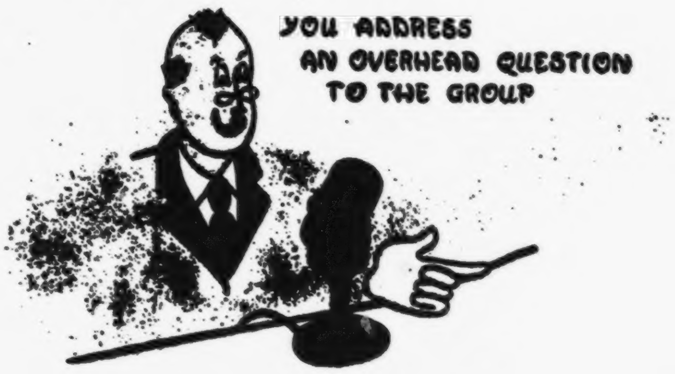

YOU ADDRESS AN OVERHEAD QUESTION TO THE GROUP

Figure 20

Phrasing Questions: A great deal of consideration should be given to the phrasing of questions. Probably the best single thing to keep in mind when phrasing questions is Kipling's jingle.

> "I keep six honest serving men, They taught me all they knew, Their names are what and why and when, and how and where and who."

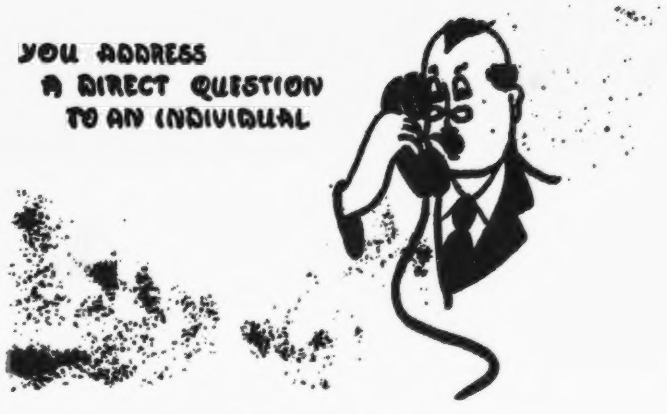

YOU ADDRESS A DIRECT QUESTION TO AN INDIVIDUAL

Figure 21

These six words, what, why, when, how, where, and who, when used automatically, promote thinking. Questions beginning with these words cannot be answered with yes or no. Incidentally, you should avoid the use of questions which can be answered by yes or no; they do not necessarily require thinking for an answer. If used, follow with a who, what, etc. question.

Purpose: Questions are used by the conference leader for many purposes, some of which are; to open discussion, to stimulate interest, to provoke thinking, to accumulate data, to get individual participation, to develop subject matter, to determine the members knowledge, to change the trend of discussion, to arrive at the conclusion, to terminate or limit discussion, be they overhead, or direct questions. This is a classification according to purpose. In addition to this classification, I think you should also consider the various kinds of questions.

KIND AND PURPOSE	EXAMPLE
1. Leading (Questions suggest answers)	Would you fire or transfer the man in this case?
2. Factual (Seeking facts, data, information)	What is the cost of anger-prone supervision?
3. Ambiguous (Two or more meanings)	Is it a good policy to fire a worker?
4. Controversial (Two or more answers)	Are leaders born or made?
5. Provocative (To incite to answer)	What do you think of the statement, "Most supervisors drive their men too hard."
6. Yes and No (Calls for Yes and No answer)	Did you attend the conference?
7. Why, When, Where, What, How and Who. (Follows Yes and No type. Used alone to stimulate thinking.)	What kept you from attending the conference? Why is promptness important?

Primary and secondary: The conference leader in making his outline will want to consider the weight of questions as applied to the outline. These may be termed primary and secondary questions. Primary questions are those three or four major questions correlated with the objectives (now or later) under the selected title, which must be answered. We have already discussed the various ways to construct these primary questions. Secondary questions are those used to draw out the discussion on the primary question. They may consist of a single word.

Four-Step Cycle: In introducing any phase or the selected title there are four essential steps.

Step I. First, you should get the participants ready for the question. You can't expect participants to come from a work situation directly to a conference situation, toss them a question and expect immediate response. You have to talk about the subject to get their minds off other subjects and onto this subject.

Step II. The primary question. Generally the primary question will be an overhead question which anyone can answer. After posing this question then:

Step III. Drawing out people as they make contributions. Use probing or secondary questions; these may consist of only one word. These are phrased "on the spot" either from the key words what, who, etc., or the following:

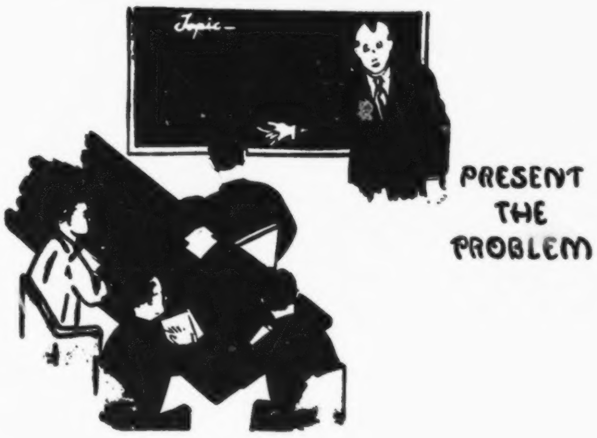


Figure 22

KEY WORDS FOR QUESTIONS

CLASSIFY	Demands the assembling, arranging, distributing, and grouping of facts according to some common characteristic.
COMPARE	Requires the detection of resemblance and difference among facts.
CRITICIZE	Exacts good judgment, and a careful analysis of a subject.
DEFINE	Necessitates the determination of boundaries or limits to a subject and the fixing of a clear meaning.
DESCRIBE	Calls for the selection and portrayal of the features or qualities which characterize a subject.
DISCUSS	Compels a minute examination of a subject presenting pro and con considerations and adducing arguments in supporting a position.
EXPLAIN	Makes necessary a clarification of any points which may obscure a subject.
ILLUSTRATE	Calls for examples that will explain or clear up the subject under consideration.
INTERPRET	Necessitates bringing out the meaning of a subject in the light of an individual's belief or judgment.
JUSTIFY	Demands showing that a thing is reasonable or warranted.
OUTLINE	Makes necessary the sketching or indicating of main points.
REVIEW	Compels going over a subject deliberately and giving it a critical examination.
SUMMARIZE	Asks for the presentation of a subject in a concise and compact manner.
TRACE	Requires following in detail the development or progress of some subject.
VERIFY	Exacts proof that a thing is true.

Figure 23

When you sense that the subject has been exhausted or that all ideas have been presented you are now ready to try to "wrap it up."

Figure 24

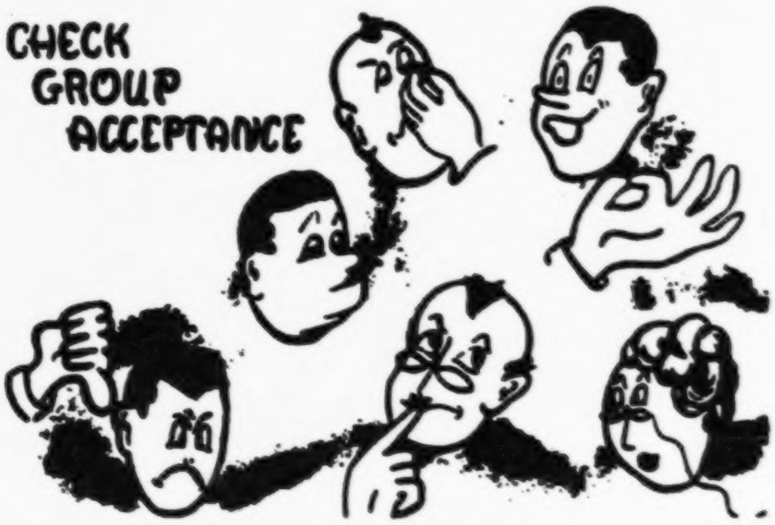


Figure 25

Step IV. The fourth and final step is drawing a conclusion. New conference leaders may be weak on this step. They fail to reach a conclusion. As a conference leader you are trying to accomplish specific objectives. Unless you reach conclusion, results are vague. Conclusion may be reached by:

(1) A brief summary of contributions.

(2) Combining contributions (or the combined thinking) into a single statement.

(3) Rating (not voting) of contributions as to importance or proper sequence. Arriving at consensus.

(4) Establishing a procedure, or approach (then decide who?)

What Now: After the conclusions you move to the next phase of the subject. You should move smoothly to the next logical phase as developed by your thinking of the subject - or as deemed by the direction of the conference at the moment. Tie onto the previous conclusion and you have Step I of the Second Phase.

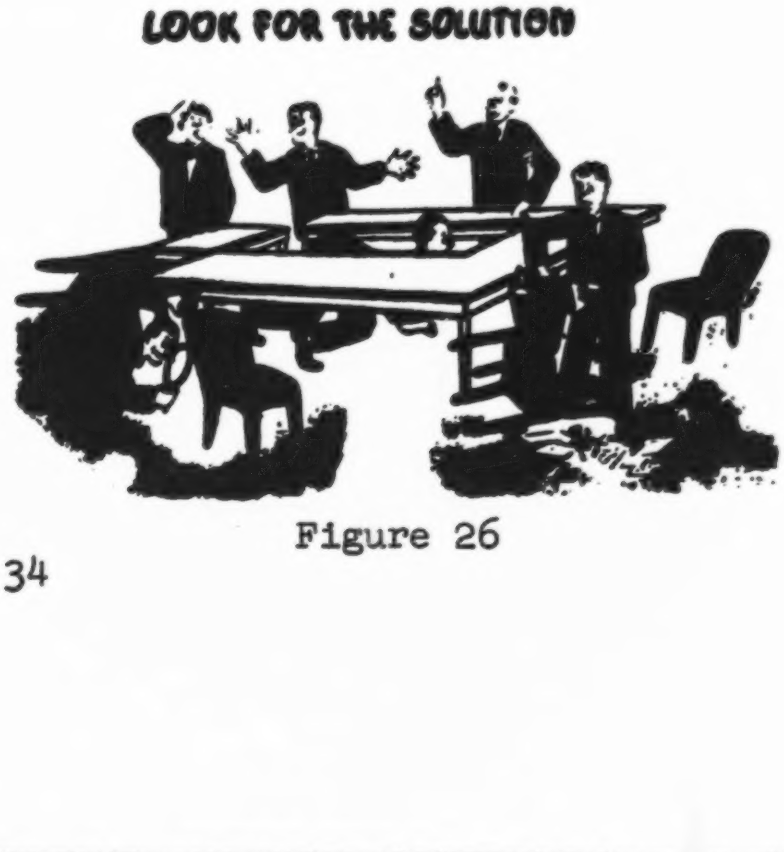


Figure 26

A Pattern for Planning

In planning your conference you may proceed very much like the speech maker proceeds in planning a speech. First, list all your ideas about the subject. Second, select the ideas which seem most important and arrange these in a logical sequence. These ideas then will be the frame work for the construction of the objectives and primary questions. Keep your thinking geared to the Industrial Supervisor and his problems.

One approach to formulating possible questions for a topic would be to list the subject and then ask yourself every conceivable question possible about the subject - listing them. From this list select suitable questions and arrange them in logical sequence.

SUMMARY OF THE USE OF QUESTIONS

To assist the leader in acquiring a thorough mastery and working knowledge of different questions, the following characteristics are offered:

1. All questions should be answerable. It is unwise to ask questions to bring out the participants ignorance.

2. Every question should presuppose a previous experience that will enable the participant to answer.

3. It should be clearly worded. The conferees must not be left in doubt as to what is wanted.

4. The question must not be so easy as to encourage slovenly thinking, nor so difficult as to discourage effort. It must be thought-provoking.

5. The question must be asked in a natural business-like manner with a tone which indicates confidence in the participants ability to answer it.

6. It should be asked with a definite purpose in mind.
   (a) To seek information
   (b) To emphasize some point
   (c) To stimulate thinking sufficient to arouse discussion, etc.

7. A discussion question should be well balanced. That is, emphasis should not favor any one of a number of persons, things, or conditions.

Reference has been made to objectives on several occasions. Objectives are the specific things you are trying to accomplish under the broad title. They grow out of your thinking about the title as you list the ideas.

In planning the outline, it makes little difference whether objectives or primary questions are written first. It is important that they be logical consistant and correlated. The primary questions should accomplish the objectives. The phrasing of objectives will be quite different from the phrasing of questions. In phrasing the several objectives use terms such as; to list; to devise; to recommend; to decide; and to identify. Objectives and questions are not one and the same. Questions are designed to get people to reach some conclusion with regard to a phase of the subject, which is the objective, and the objectives are but phases on the conference title.

Hints In The Margin:

In the left-hand margin of your outline techniques may be noted. These are reminders to yourself on how to handle the topic - What to do now! Examples are "Buzz" "See Chart" "Break."

Plan Your Charting:

Charting is a method of recording with the group their contributions. In planning your outline you need to plan the material that is to be charted. Some typical chart headings are as follows:

Figure 27

SUGGESTED CONFERENCE CHART HEADINGS

1. CONFERENCE TOPIC GENERAL TYPE

The Situation	Factors to consider	What to do about them
Factors tending to produce	Whose fault	Ways of correcting
Possible Causes	Who is responsible	Suggested Remedies
Advantages	Disadvantages	

2. CONFERENCE TOPIC SECURING COOPERATION BETWEEN DEPTS.

Some Evidence of Lack of Cooperation	Possible Causes of Poor Cooperation	Suggestions for Improving the Situation

3. A CONFERENCE TOPIC CHARACTERISTICS OF A GOOD SUPERVISOR

Characteristics	Some Evidence of Weakness	Suggestions for Improving these qualities

4. CONFERENCE TOPIC KEEPING EMPLOYEES SATISFIED

Some Factors Tending to produce Dissatisfaction	Whose fault	Possible Ways of Correcting dissatisfaction

5. CONFERENCE TOPIC FIRING A MAN

Reasons for the situation	What or who is to blame	Possible results of firing a man	Ways or means of preventing similar situation

6. Case	Cause of Accident	Safety Engineer's Responsibility	How Can He Meet This Responsibility

7. *What is Present Situation*	*Suggested Remedies*

8. Wooden Bins		Metal Bins	
Advantages	Disadvantages	Advantages	Disadvantages

9. Problem	What To Do About It	How to Avoid in Future

10. Situation	Cause	How To Improve

11. Negative Positive

12. Possible Solutions Why it won't Work How To Correct

13. Evidence Cause Corrections

14. What Does Worker Do What Must Worker Know

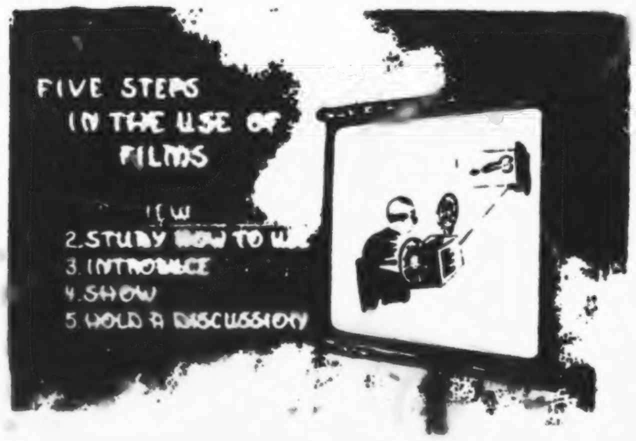
Charting tends to channel people's thinking. Chart headings should be planned when preparing your conference outline. Your entire objective may be accomplished by developing a multiple chart instead of a "Laundry List." Try the chart headings on yourself first, try for possible contributions. If you cannot think of any contributions you may rest assured that your conferees may not make contributions either; change if necessary. You must plan the chart form for a praticular question and have it in brief form on your outline.

Topic
RECORDING

Figure 28

Planning The Visual Aid:

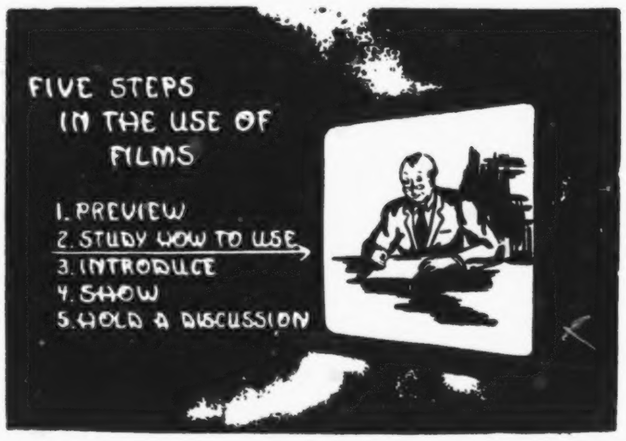
In planning your conference outline you may consider the use of a visual aid. These are helpful in your conference. In planning the use of a visual aid such as slide sound film or 16 mm motion picture, several factors should be considered.



FIVE STEPS
IN THE USE OF
FILMS

IEW
2. STUDY HOW TO U
3. INTRODUCE
4. SHOW
5. HOLD A DISCUSSION

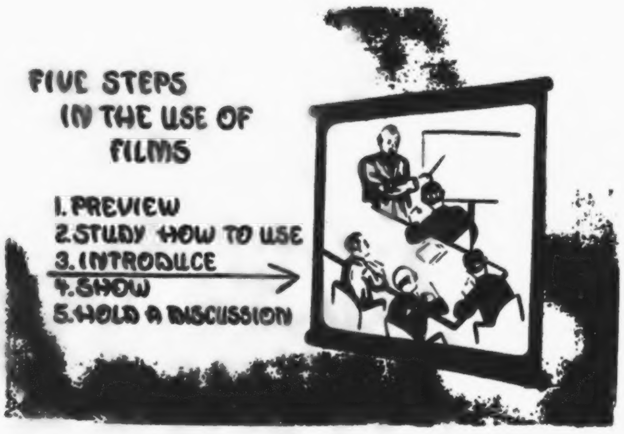
Figure 29



FIVE STEPS
IN THE USE OF
FILMS

1. PREVIEW
2. STUDY HOW TO USE
3. INTRODUCE
4. SHOW
5. HOLD A DISCUSSION

Figure 30



FIVE STEPS
IN THE USE OF
FILMS

1. PREVIEW
2. STUDY HOW TO USE
3. INTRODUCE
4. SHOW
5. HOLD A DISCUSSION

Figure 31

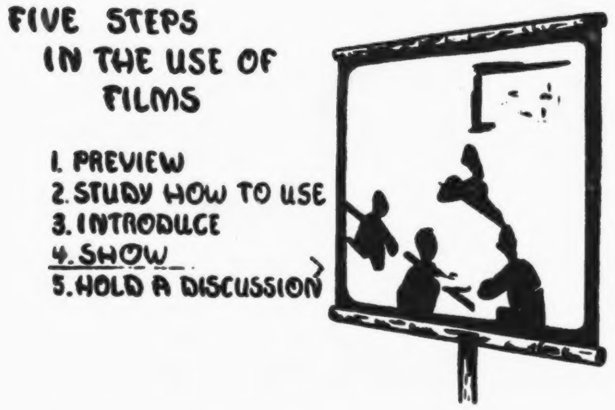

FIVE STEPS
IN THE USE OF
FILMS
1. PREVIEW
2. STUDY HOW TO USE
3. INTRODUCE
4. SHOW
5. HOLD A DISCUSSION

Figure 32

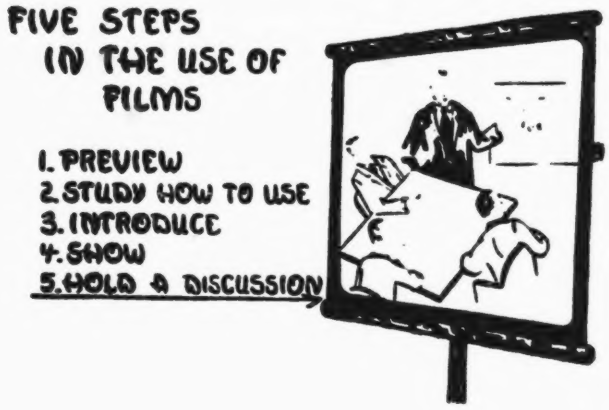

FIVE STEPS
IN THE USE OF
FILMS
1. PREVIEW
2. STUDY HOW TO USE
3. INTRODUCE
4. SHOW
5. HOLD A DISCUSSION

Figure 33

Planning For Group Participation:

The conference leader cannot do all the work - get the group working, get the participants involved in the conference. It takes some planning to get people involved.

Role-Playing:*

There are a number of techniques which are useful to the conference leader one of which is role-playing. Role-playing is basically a "skit"--getting the conference participants to act out a certain situation. This requires preparation. If done well it will add much, if poorly done it may harm your conference.

Buzz:

Another way of getting people involved is known as buzz sessions. It may be that you can use the buzz technique in obtaining answers to a particular question, to develop a chart or a laundry list of contributions.

In a buzz session you divide your people into small groups of 5 or 6 people. Appoint a recorder in each of those groups, furnish paper and pencil to record the buzz group answers. You present the question to the entire group, pointing out to them that they are to work for answers in these groups, put them on their own for about 6 to 10 minutes to work out answers. (The name becomes obvious.) At the end of some 6 to 10 minutes of buzzing you, the conference leader, will be ready to pick up answers from the buzz group. (It is interesting to note that in buzz sessions you can determine when people have quit working on the subject. One indication is when they begin talking about something else. Another is when they begin to try to "snitch" answers in a school-like fashion from another group.) You should have a definite system for picking up answers from buzz groups. It would not seem right to take all the answers from one group. One method of picking up answers is to ask the recorder of the first group for his first answer and write it on your chart. Then ask the recorder of the second group for an answer which is unlike that already charted. Ask the third group recorder for a contribution which is unlike any thus far charted and so on until all different contributions have been recorded. The listing of answers requires more time than the buzzing.

---

*"Role-Playing in Supervisory Training" by Lealand P. Bradford and Ronald Lippitt, American Management Association, 330 West 42nd Street, New York 18, New York.

Quiz Sheets:

Some of the National Safety Council Supervisory Training Material is made up as film and quiz sheets. The quiz is to be answered from film content, then discussed by the group, not taken up and graded.

Rating Sheets:

Supervisory evaluation sheets are another way of getting people involved. The evaluation sheets may be self rating. They appear in various publications.

Hand-outs:

Another method of getting people involved is the handing out of printed material and a discussion of the material.

Film Case:

This is a version of the case method. The case is presented on film. A recording of key phrases has been made as they appear on the film and these are played back as answers in promoting the discussion or settling doubts, etc., as the discussion proceeds. This requires a suitable film, the film projector, planning, selecting and recording key phrases around which a discussion will center.

Back to Earth:

You should keep in mind that we are considering the making out of an outline and all of this is a part of the planning for a conference. This is the personal planning that the conference leader must do.

Of course, the final thing that could be said for the conference outline is that the conference leader should learn that outline. As you become more skilled in making outlines, you will vary from this procedure, making variation suited to your own taste and abilities. With practice, you will adopt many variations of the procedures in preparing for and conducting conferences. Some sample outlines are attached and also some blanks for making your conference outline.

CONFERENCE OUTLINE

MANAGEMENT RESPONSIBILITIES

Objectives: To arrive at a definition of management

To discuss the differences in tools used by supervisors and employees

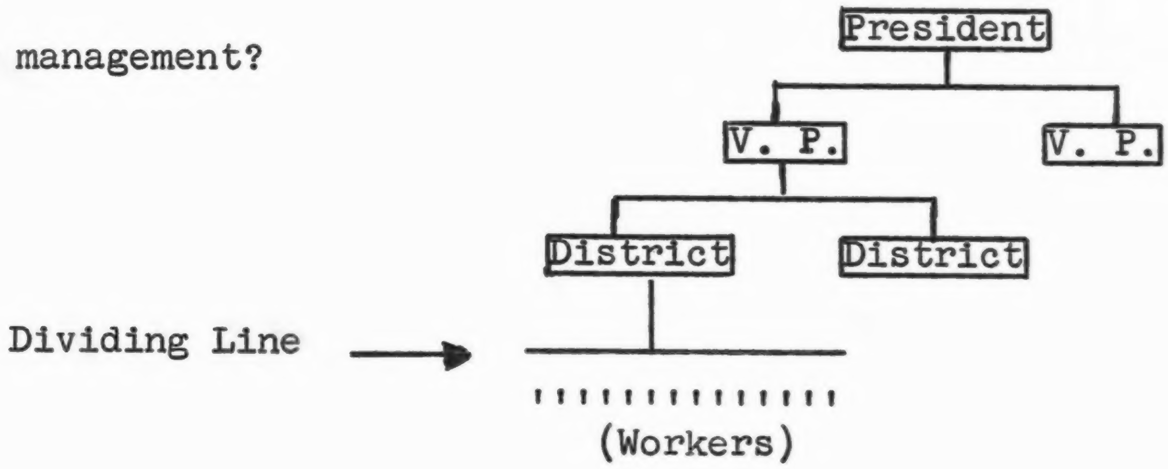
To discover and discuss the responsibilities of management

A First Conference Check List -

1. Conference pocket card - Graphic and Dollar Swap
2. Name plates - (don't move)
3. Their Responsibility and mine
4. Years of experience and short introduction by each participants.

Introduction:

(PQ) What is management?



Conclusion:

(PQ) How does management get things done?

Conclusion:

(PQ) What are the tools of management as compared to a worker?

Worker (A Typical Title)	Supervisor
1. Hammer, etc.	1. Motivation - Based on?
	2. Threats

Conclusion: Supervisors tools are intangibles.

*(PQ) What are the responsibilities of management?

1. Production
2. Safety
3. Etc.

Conclusion: Summary

Visual Aid - General Mills - Part A. "Off to a Flying Start"

*(PQ) Primary Question

CONFERENCE OUTLINE

TRANSFER, PROMOTION AND DISCHARGES

Objectives: To analyze some conditions which cause transfers.
To list factors which must be considered in making transfers.
To list factors for consideration when promoting and where information may be obtained.
To consider how a supervisor dismisses employees and/or how the employee may again become an acceptable productive employee.

Introduction:

(PQ) What are some conditions which cause transfers?

Caused by Men	Caused by Company
1. Personality clash	1. Expansion
	2. Improper placement

Conclusion:

(PQ) What are some factors to be considered when transferring?

Men's Interest	Company's Interest
1. Earnings	1. Production
2. Seniority	2. Morale

Conclusion:

(PQ) How can the Personnel Department help in transfers?
1.
2.

(PQ) What factors must a supervisor consider regarding the promotion of a man and where is this information obtained?

What to Know	Where to find out
1. Have a job description	
2. Know the men	

(PQ) What are some supervisors' problem regarding demotion and how solved?

Problem	Possible Solution
1. Effect on work group	1. Let all understand production standards
2. Training a replacement	
3. His pride	

(PQ) What are the steps in dismissing an employee from the company?

Analysis question of this list - At what stages and how can dismissal be averted.

DISCUSSION OUTLINE

____
TITLE

OBJECTIVES: 1.

Notes To Me

2.

3.

4.

Introductory Remarks

Discussion Development
(Primary questions, chart headings,
by the 4 steps)

From Where Cometh The Information?

You may be wondering where you get the reading material, basic magazines and books which are useful in learning much of this information about conferences, topics, conference content, situations, current topic, outlines, etc. Here are some helpful magazines:

Supervision, published by Supervision, 95 Madison Avenue, New York 16, New York. (This is a monthly publication covering many pertinent topics important to supervisors, and people in industrial relations and operating management. In addition, it includes titles of new magazines, new books, as well as quizzes, cartoons, film, etc.

Figure 34

Personnel Journal, Swarthmore, Pennsylvania. (Labor relations and personnel practices)

Supervisory Management, American Management Association, 1515 Broadway, New York 36, New York.

The Foreman's Digest, Foreman's Digest, Inc., 18 South Dean Street, Englewood, New Jersey.

A reading of these by a potential conference leader will keep him abreast of current events.

Another source of material for the conference leader is other conference reports. It has been the practice of the State Department of Education to encourage the writing of reports on conferences held by Vocational Schools. Many of these are available from schools. Some are also available from other states through their Vocational Trade and Industrial Education Divisions, particularly Tennessee, New York, Illinois, Texas, Ohio and Alabama.

Books:

A basic reading library is of great value to the conference leader. Here are some helpful books for general background reading.

Figure 35

BOOKS

Title and Author	Publisher
Elements of Supervision, Wm. R. Spriegel and Edward Schulz	John Wiley and Sons, Inc. 440 Fourth Ave., N.Y. 16, N.Y.
Leadership On the Job (Many Authors)	American Management Association, Inc. 1515 Broadway, New York 36, New York
Effective Communications on the Job	American Management Association, Inc. 1515 Broadway, New York 36, New York
Rating Employee and Supervisory Performance	American Management Association, Inc. 1515 Broadway, New York 36, New York
Conference Leaders Source Book	National Foreman's Institute, Inc. New London, Conn.
Developments in Supervisory Training (A Research Report)	National Industrial Conference Board, Inc. 460 Park Avenue, New York 22, New York
Human Relations in Supervision W. E. Parker and R. W. Kleemeier	McGraw-Hill Book Company, Inc. 330 W. 42nd St., New York 36, New York

Title and Author	Publisher
How to Supervise People Alfred M. Cooper	McGraw-Hill Book Company, Inc. 330 W. 42nd St., New York 36, New York
Working with People Auren Uris and Betty Shapin	The McMillan Company 60 5th Ave., New York 11, New York
Fundamentals of Supervision Charles F. Horad	Delmar Publishers Inc. Mountainview Avenue Albany 5, New York
"Conference Leaders Guide" for the above book	Delmar Publishers Inc. Mountainview Avenue Albany 5, New York
Speech Communication Wm. N. Brigance	Appleton-Century-Crofts, Inc. 35 West 32nd Street New York 1, N. Y.
Applied Imagination Alex F. Osborn, Ph. M.	Charles Scribner's Sons 597 Fifth Avenue New York, N. Y.
Promoting the Will to Work Civilian Personnel pamphlet No. 50 (Ask for all information on supervisory mailing list for "Selected Publications."	U. S. Government Printing Office Washington 25, D. C.

By contacting publishers and acquiring their catalogs you can obtain additional listings. There are literally hundreds of books of interest - any listing would omit many. Acquire basic broad content books first, then special subjects as needed for your work. You will want to build a file of useful materials. Some of the organizations which you will want to contact for available materials are listed below:

PREPARATION
MUST BE
CONTINUOUS

Figure 36

National Industrial Conference
Board
460 Park Avenue, New York 22,
New York, N. Y.

National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

American Management Association
1515 Broadway, New York 36,
New York

Harvard University, Graduate
School of Business Administration
Boston, Massachusetts

American Petroleum Institute
50 W. 50th Street, New York 20, New York

U. S. Government Printing Office
Washington 25, D. C.

National Association of Manufacturers
2 East 48th Street, New York 17, New York

Bureau of National Affairs, Incorporated
1231 24th Street N.W., Washington 7, D. C.

National Foremans Institute
Deep River, Connecticut

Various large corporations, such as General Motors, International Harvester, etc. - U. S. Office of Education, State Department of Education.

This source material has only an indirect bearing on making an outline but it is important, since it provides background.

In filing your material there are basically two types of materials, those materials whose content is suitable for a two-hour conference session, for example, "handling grievances," "promoting cooperation between departments," "setting up a job," etc. Then, there are some larger subjects such as "job instruction training," "speech training," "conference leading," "job methods training," "rapid reading," and "report writing," are more suited for an entire conference series.

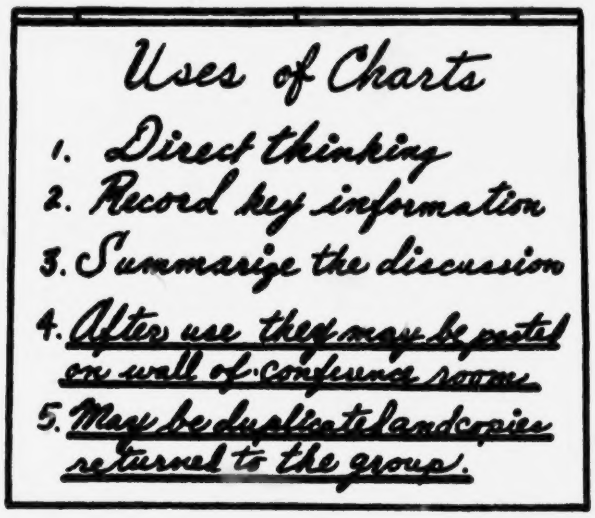
Preparation is essential, it is an insult to waste the time of busy men by entering a conference without thorough preparation by the conference leader.

PART B

AIDS AND DEVICES

Charting:

Some preparation must be made with regard to aids and devices, if used. Probably most of your preparation will center around the use of the chart or the blackboard; both have good and bad features. When charting, you tend to stop peoples thinking. Do not let this disadvantage, distraction, offset the effectiveness of charting. You will be concerned with recording only the contributions of participants. At the beginning of the session chart the title of the conference, chart the objectives of the conference, and probably your first question--each of these on separate sheets. When you are taking contributions, use headline language. Condense into a short concise phrase obtaining agreement from the contributor before writing it down.



Uses of Charts

1. Direct thinking
2. Record key information
3. Summarize the discussion
4. After use they may be posted on wall of conference room
5. May be duplicated and copies returned to the group.

Figure 37

Probably the most common type of chart is the "laundry list" in which you list responses 1, 2, 3, 4, 5, 6, etc. However, you should consider the use of all types of chart headings.

What to Write With

In addition to chart headings and content you should consider your marking device. Probably the most common type is a grease pencil. You should select the grease pencil with care because some chip easily and may deface the floor; others require continuous unwrapping; keeping you so busy you won't be able to chart. You are going to be a very busy person. Another marking device is a wick pencil. The Carter Ink Company markets a set which may be

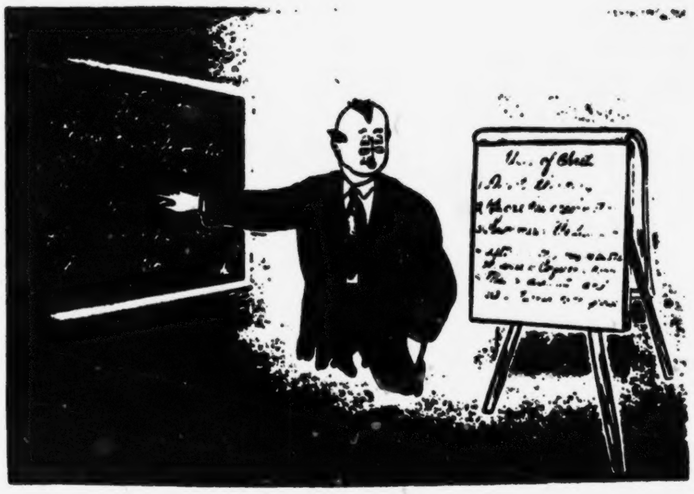


Figure 38

bought at almost any office supply house. Another wick pencil is the "flow-master." This device looks like a regular fountain pen except instead of a point, it has a felt wick which draws ink from the barrel supply regulated by a valve. The wick pencil is a very satisfactory marking device for paper charting. You will want at least two of these pens, one for red ink and one for black ink.

If you are using a blackboard to chart you will want it clean with adequate crayon and an eraser.

In charting with chart paper some conference leaders flip used sheets over the top. Some prefer to detach and tape them to the wall. One advantage to continuous display is that it keeps before the group what material they have developed; if duplicate contributions are made, they become obvious.

Projector:

Another aid and device, of course, is projection equipment and audio visual aids. If you are using projection equipment, you will want to be certain that you have the proper kind of projector, and an extra projection lamp. Have an extension cord, be sure the sound slide film projector has a needle. Don't leave anything to chance. Know where the electrical outlet is located and how to turn on the current. If you have prepared charts and graphs, be sure to carry them along and know where you are going to post them.

USE AIDS AND DEVICES, DON'T MISUSE THEM
DIAGRAM

Figure 39

Flannel Board:

Another aid or device is a flannel board. This has been very effectively used by the National Association of Manufacturers in their material on economics entitled "How Our Business System Operates." You can readily understand that in a conference situation it will be impossible to prepare in advance all the contributions you are likely to receive. The flannel board is better suited for presenting informational material to a group, useful in pre-supervisory training, etc.

PART C

THE PHYSICAL ARRANGEMENT

Location:

In planning a series of conferences you should give consideration to the room you will use for your conferences. Will it be in the industrial plant with which you are working or will it be in the vocational school. In either case, you need to consider such factors as adequate heat, sufficient light, ventilation, particularly in summer, air conditioned, if possible.

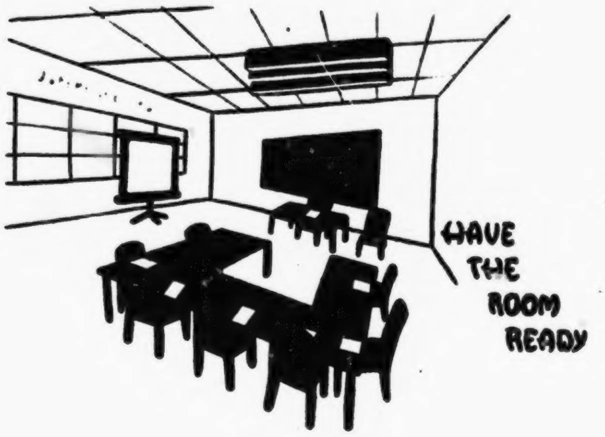


Figure 40

You need to take a look at the location of the room with respect to other work areas. Consider possible distractions. Is the room located such that people must go through it to their normal work place? Is the room provided with large windows next to a road, baseball field, etc., to which people can be easily distracted? If so, draw all the blinds so there will be no outside distractions. Within the room are there distractions? Are there charts, graphs, and what have you on the wall? Is there a telephone with the room? Almost invariably during a conference, when there is a telephone within the room someone will call a supervisor for information. You need to consider the room with respect to ordinary comfort facilities for you and participants. Is it near a cafeteria or cafe where you can obtain water or refreshments? Are there sufficient ash trays, suitable tables and chairs? How about the size of the room and the arrangement of tables?

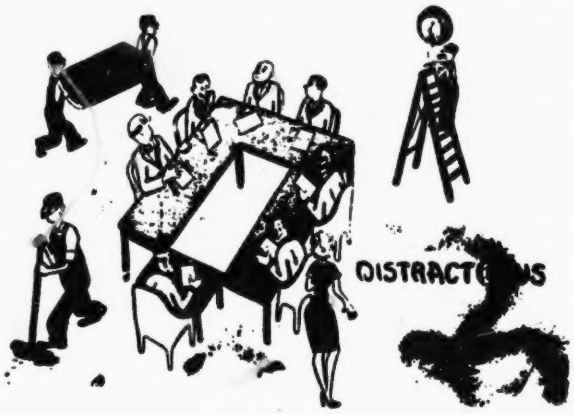


Figure 41

TYPICAL ARRANGEMENTS OF TABLES

Tables:

```
    Blackboard           Blackboard             Blackboard

       L                     L                     L

x              x    x                 x     x
x              x    x                 x      x x x     x x x
x              x    x                 x          x     x
x              x    x                 x          x     x
x              x    x                 x          x     x
x              x
x              x          x x x x                   x

x              x            "U"                Typical "T"

   x  x   x  x

       "U"

                      L                        L

             x               x             x         x
              x             x               x       x
               x           x                 x     x
      "V"       x         x                  x    x    Solid Conference
 for better      x       x                    x   x    Table
 visibility       x x x                         x
```

Tables can be arranged in several shapes, the large conference table, suitable for ten or twelve people; "V" shaped arrangement suitable for 15 people; and "U" shaped arrangement for up to 20 people. You need to consider who is going to arrange the room for each session. Is it possible to arrange with the company to have their custodian or janitor arrange the room in advance?

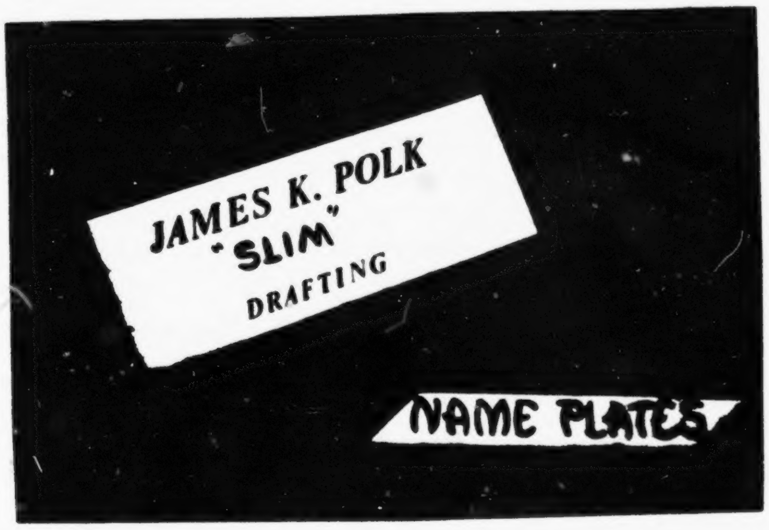


Figure 42

Name Plates:

If you have planned, you have a list of participants for your conference. Make up the name plates printing on one side of the pup tent their full name and department, nick names to be filled in at the first session by participants. Have the "nick name" facing you as the conference leader. You want to point out that the pup tents or name cards, are not to be moved around.

Almost invariably two or three people from the same department will sit together and talk "shop" which is distracting. You may make another use of name plates, for attendance purposes, by asking that at the end of the conference each person in attendance please bring their name plate forward stacking them on your desk or rostrum.

You should consider the position you will take with respect to the group. Different leaders prefer different positions. Generally you will be at some position in front, some leaders work from the center of the room, some from the right, some from the left. Keep in mind that you want the blackboard or chart located in such a way that all people will be able to see it. The same is true of a projection screen. Your position with respect to the group has some bearing upon the seating arrangements, particularly of a talkative or a shy individual. Get to the conference room 15 to 30 minutes early and make all necessary arrangements, even if the room has been arranged by someone else. Test your equipment and be sure that everything is ready to go. If you are conducting your conference within an industrial plant it is possible that some type of "pass" will be required to permit you to go through to the conference room. Your very first conference could easily be delayed because you have failed to make this necessary arrangement in advance.

You can see that a great deal of time must be spent preparing for the conference. You must spend the time necessary to prepare your outline, taking into consideration all that has been said with regard to questioning. You must also consider the various aids and devices that you will use in your conference and you need to consider every aspect of the physical arrangement for the conference. All of this is preparation for the conducting of the conference.

HAVE YOUR AIDS READY

Figure 43

CHAPTER IV

CONDUCTING A CONFERENCE

This chapter deals with the things which are likely to happen within the conference situation. You are prepared and ready to conduct the conference. Many of these things will likely happen within that allotted time so we are concerned now with how you will perform in the conference situation.

First Conference:

If this is your first conference in a series there are some things that must be covered in the beginning of the very first session, which will not reoccur in the other sessions.

It may be necessary and is desirable to have some company or school official introduce you to the participants. When you have been introduced to the group and actually take charge of the conference you will probably want to say a few words about yourself; such as, you would prefer that the group call you "Hank," etc. and you will probably want to circulate a wick pencil and have the participants print their nick name on the name plate or "pup tent."

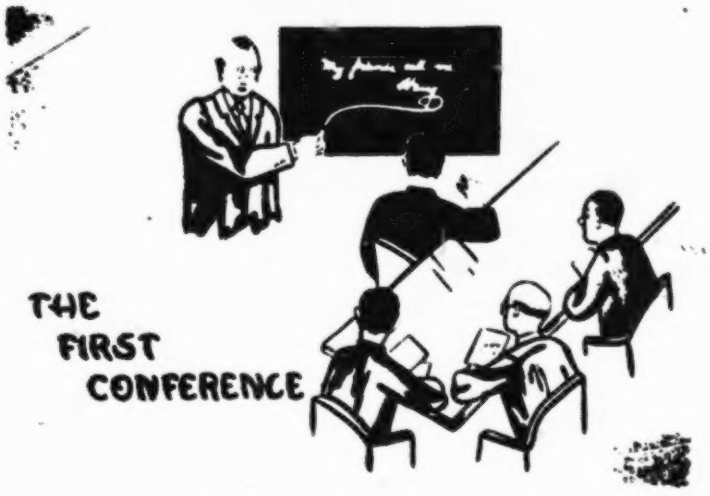


Figure 44

It is necessary in beginning to point out to the participants the part that you are to play in the conference and the part that they are to play. There are several ways of demonstrating the conference method to a group of conferees. One of these is a graphic method, you simply step up to the board and draw these three rings one at the time as illustrated.

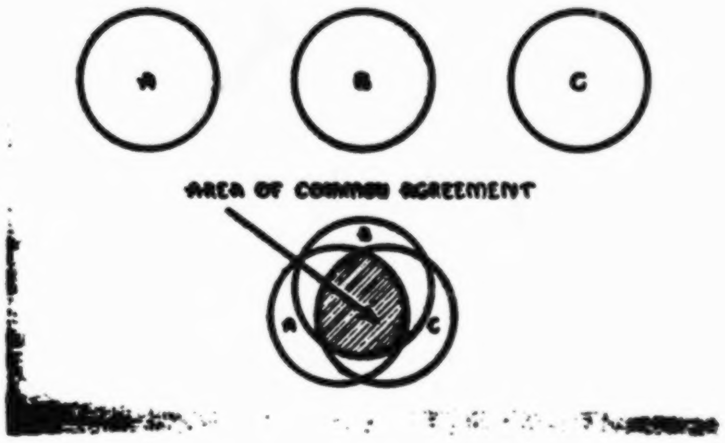


Figure 45

The idea is that the area of common agreement or the overlapping part represents the common thinking of the group based on their experiences.

Another method of demonstrating the conference method is the swapping of dollars. You simply ask several of the participants if they have a dollar bill in their pocket and you have them swap the dollars then ask each one how many dollars they have seen. Indicate to them that these dollars will be represented in the conference by their ideas so that the more ideas they throw out the more ideas everyone will see regarding the problem, question, etc.

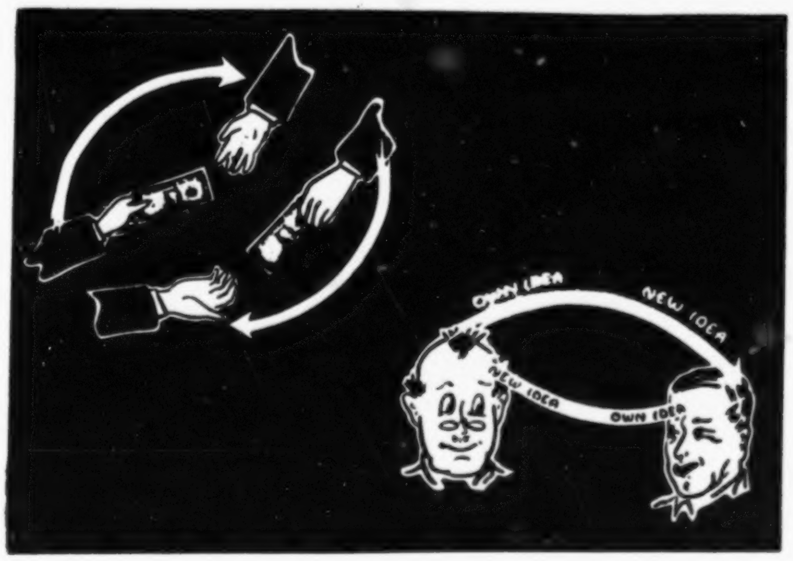


Figure 46

Your role can be indicated by stating that your job is to initiate, stimulate, and control discussion. Their job is to take part in the discussion and contribute as well as receive, to be honest, frank, and without prejudice, to avoid taking offense or candid comments of others, to be tolerant, to avoid personalities, to give no intentional offense, to avoid using more than his share of the discussion time, to give every other member adequate opportunity to speak, to accept special assignments if the need be. In summary, his job is to participate in the conference.

Card Handout:

You may at a first conference hand out the pocket card (found later in this material) and discuss it as a means of starting.

Years of Experience:

One technique which seldom fails to get you off to a good start is the "years of experience" idea. It also serves as a good "ice breaker." To use this you simply place on the chart--NAME; OCCUPATION, and YEARS OF EXPERIENCE. You give this information about yourself asking that each in turn do the same. You take a seat, and mentally add up, arriving at a total "years of experience" when all have talked. Walk to the chart, record this along side the figure representing your total--then state "wouldn't it seem foolish for me to try to tell you fellows how to supervise--you can see who will play the larger role in these conferences."

Overview:

You may at the first session desire to give an overview of the entire series to the participants. This is sometimes done by mimeographing the titles and holding a brief discussion as to what is going to be covered.

The Climate:

At this time you set the climate and the limitations for the conference. One way of demonstrating that it is not to be a formal type of meeting is to take off your coat. You need to set the bounds and limitations by your own conduct, convey to the participants that it is not a bull session, a meaningless informal discussion and neither is it a strict formal procedure, but the proper climate lies somewhere in between these extremes. Your conduct has a lot to do with setting the pace, bounds and limitations of conduct by participants in the session.

A CODE OF THE CONFERENCE LEADER

I will:

Frankly recognize my own limitations and do my utmost to improve my qualifications.
Under no circumstances violate a confidence.
Never underestimate the other person's point of view.
Be open-minded about the other fellow's job, viewpoint and experience.
Believe in the job of conference leader.
Give credit where credit is due.
Remember constantly that the people in the conference groups are worthy of every consideration and respect, and deal with them as fellow men.
Stimulate and develop thinking and expression.
Try to listen more than talk.
Avoid prejudices.
Minimize my own personal experience and achievement.
Remember that the success or failure of the entire training program rests with its leaders.

As you lead more and more conferences you will feel the need for a code of ethics. It might help you as a potential conference leader to take a look at just what a conference leader does and at suggestions which help the conference leader accomplish the thing that he has to do.

ANALYSIS

WHAT CONFERENCE LEADER DOES	SUGGESTIONS THAT MAY HELP THE CONFERENCE LEADER
I. States Problems	1. Place before the group a general statement of a problem. 2. Narrow the general statement to a specific problem based upon interest shown by the discussion.

WHAT CONFERENCE LEADER DOES	SUGGESTIONS THAT MAY HELP THE CONFERENCE LEADER
II. Starts discussion on the specific problems	1. Use a specific case to illustrate the problem. 2. Ask overhead questions concerning the problem. a. Overhead questions are those that are asked of the group, not of the individuals. (What? How? type.) 3. Ask debatable questions about the problem. 4. Make negative statements concerning the problem.
III. Develops charts	1. Select suitable chart headings, basing choice on the nature of the problems and the discussion. 2. Promote free discussion by choosing proper headings for column. *3. Change or add headings to expand* the discussions. 4. Add columns to the chart as discussion develops. (You can lead the group into doing this or do it yourself at the right time.)
IV. Select points for the chart	1. Select the essential facts that bear on the problem. 2. Eliminate and discard non-essential data or contributions. (Get consent before discarding.) 3. Classify facts and place them in the proper column on the chart. 4. State the opinion of the group on items placed on the chart.
V. Guides the discussion for constructive thinking.	1. Keep specific cases before the group. Cases may come from the leader of the group. Always state cases in the third person. Ask for a specific case or illustration from a member of the group if he is deviating from the problem. 2. Use direct questions to individuals. 3. Use the overhead questions to the group. 4. Illustrate with sketches. 5. Tell stories that fit the situation.

WHAT CONFERENCE LEADER DOES	SUGGESTIONS THAT MAY HELP THE CONFERENCE LEADER
VI. Controls the discussion	1. Accelerate discussion: a. Bring specific cases that provoke discussion. b. Make negative statements. c. Secure special cases from members of the group. d. Encourage a sharp difference of opinion between two members of the group and draw others into the argument. e. Lead an individual to make statements he cannot defend by asking him leading questions. f. Encourage some member of the group to take issue with general trends or previous statements. g. Take an interesting side problem to revive interest in the discussion. h. Leader stands up. 2. Slow up discussions: a. Cite specific cases. b. Tell stories. c. Sum up opinions d. Ask individuals to clarify statements. e. Delay putting facts on the board. f. Ask one person of the group to discuss statements made by an individual. g. Leader sits down.
VII. Prevents side-tracking	1. Restate the specific problem and objectives. a. State the problem orally--either by the leader or a member. b. Silently point to a problem or item on blackboard or chart. 2. Cite a specific case. 3. Questions the members concerning additional phases of the problem; either by direct or overhead questions. 4. Questions the group as to what this discussion has to do with the problem under consideration.

WHAT CONFERENCE LEADER DOES	SUGGESTIONS THAT MAY HELP THE CONFERENCE LEADER
VII. Prevents side-tracking (Continued)	5. Tell a suitable story at the proper time. 6. Secure a statement from a level-headed thinker to head off the "rambler." 7. Point out frankly to the group that a "side-track" is being approached. 8. Ask individuals to postpone side issues until the discussion of the specific problem has been completed. a. By appeal to the group in general. b. By personal appeal. 9. Call a recess.
VIII. Purposely takes a detour (One example of deviation from the planned outline)	1. Recognize worthwhile side issues for discussion: a. Decide on proper time to do so. b. Subject matter may be worthwhile. c. Spar for time so he can plan the control. 2. Control discussion dealing with side issues: a. Maintain a close relationship to specific problem. 3. Recognize when and how to close the discussion of side issues.
IX. Returns discussion to specific problems after "side-tracking"	1. Make a frank statement illustrating the position which the conference finds itself. 2. Call a recess for the purpose of privately "priming" an individual to start discussion on the main problem. 3. State a specific and interesting case pertaining to the problem. 4. Sum up opinions to show the group it is off the subject or on "side-track." 5. Compliment individual (who "side-tracked" the discussion) for his contribution and ask: "Where do we go from here?"

WHAT CONFERENCE LEADER DOES	SUGGESTIONS THAT MAY HELP THE CONFERENCE LEADER
X. Handles individual members of the group	1. Restrain the talkative person who is over-confident. a. Lead him to make indefensibl statements and have the group suppress him. b. Politely ask him to give others a chance. c. In extreme cases frankly ask the person to be silent. 2. Encourage the silent friendly person: a. Lead him into the discussion by coaxing questions. b. Build confidence by protecting him through interpreting his statement so others will appreciate his opinion. 3. Break the silence of the "I am against" person. a. Build up interest. b. Get some member to pick on him. c. Cross him by a positive statement. 4. Use the person who actually knows and realizes he is an authority. a. Give him an opportunity to show his knowledge so as to keep him interested in contributing to the group. b. Purposely credit his statements to other members of the group. c. In some cases it may be necessary to trap him by some technical questions. 5. Temper down the high-strung or touchy person. a. Display a helpful attitude. b. Come to his rescue in critical situations until he learns to "give and take" in a discussion. c. In some cases it may be necessary to have a private conference to get him to see it as a game of "give and take."

Pacing:

One of your problems is PACING THE CONFERENCE. This is the problem of trying to cover and give adequate time to the subject at hand--balancing the mixture of time, discussion and objectives. Probably one of the weaknesses of a new conference leader is arriving at definitions. He finds that he spent about 30 or 40 minutes getting a definition while the most important part of the conference is that part which lies beyond the definition. He finds that he has consumed too much time. It might be well to give the definition if you think that is likely to happen. You have a continuous problem of pacing. Keep in mind, here I have 3 or 4 objectives, 4 or 5 primary questions, how I can make the most effective use of this allotted time to accomplish the most good for all concerned.

Start and Stop:

You may have the problem of starting and stopping on time. You need to establish by example, in the minds of the participants from the very beginning that you intend to start and stop on time. Starting on time is necessary because you have only the allocated time. to accomplish the objectives and generally you will have more than enough material to be covered in that length of time. If the participants find that you mean what you say, that you are going to start on time, they will fall in line and be there on time. At the same time you have the responsibility of stopping on time because many of them have already planned their activities which begin shortly thereafter. Your responsibility to them is to close on time.

Personalities:

Another problem is the discussion of personalities. Many times in discussing cases and giving examples participants may become involved in discussing personalities. In the conference situation you want to deal with principles and not personalities. Any time you discuss cases pick out the principles and deal with the principles rather than the personality.

Minority Groups:

Another likely problem is a minority group. Suppose you are discussing a topic and there is a difference of opinion; one or two people hold a difference of opinion with regard to what the solution might be to a problem. In your conference summary and also in your conference report you need to remember the minority group because it is entirely possible that the minority group this time will be different from the minority group at another time and on another topic. It is possible, if you ignore the minority groups, that eventually you will have ignored everybody in the conference situation and certainly that does not help you gain and hold their confidence as a leader. In a summary to include a minority group you could state, "the majority of the participants think so and so."

Presenting Information:

A problem of the conference leader sometimes is the presenting of information. There are times when the conference leader has information which he should present to the group. Information which you may have on the subject under consideration, such as, statistics, recent reports, etc. It is far better to present information in the third person. The participants are more likely to accept the information if you state "you once knew a person who did such and such."

Too Academic:

In your conference group there will be a few people who tend to give answers straight from the book. They are not blessed with a great deal of experience but they have done some reading, and they tend to give you answers which are academic. This happens particularly when you are trying to arrive at a definition. In a conference situation whether the definition agrees with Webster entirely or not makes little difference. What matters is that they agree and understand what is meant by the term.

Humor:

How do you use humor in the conference? Often when the word humor is spoken people think of funny stories but humor is not necessarily the telling of stories. A sense of humor is important to anyone and is particularly important to the conference leader. Being on the alert to catch little things that add humor to the conference situation are certainly worthwhile and many times humor can get you out of a tight spot. The telling of a pertinent story is good; however, KEEP IT CLEAN.

Do We Vote?

When you try to conclude a laundry list of items someone suggests that they vote on which of these is the most important.

Before taking a vote lets look at the situation that we have on hand. It is entirely possible that two or three people may have thought of the same contribution along about the same time. But only one thought of it in time to voice it, therefore, it is recorded and his name is associated with the contribution. Other people then make different contributions. Once this list of contributions has been made, let's suppose you have eight contributions; which is the most important on the list? Well, obviously what you are being drawn into is a vote situation to decide which of these is the most important, the second most important, etc. Voting may not accomplish a great deal for this reason; voting may indicate to some of the conferees that their contributions are not as important as some of the others, they feel the necessity for defending their own contributions--even though they actually feel differently.

Rate:

Rating is far more objective than voting. A sample of this is shown on the next page.

A PROCEDURE FOR RATING

TOPIC: "ITEMS WHICH PROMOTE GOOD MORALE"

	Rank in Importance							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1. Rate of pay	1	1		(7)			2	
2. Chance of promotion	(1)	1		1		1	2	1
3. Good supervision			2		1		1	
4. Fringe and other benefits	1				(4)		1	3
5. Security	1		(6)		1	2	1	
6. Feeling of contributing to a real service			1	2	1	(4)		2
7. Good Working Conditions		2	1		2		(3)	(4)
8. Good Co-workers	1	(6)			1	3		

Note: Ten Supervisors in Group

Evaluation: (Rank in Importance)

6 of 10 supervisors ranked #2 first
6 of 10 supervisors ranked #8 second
6 of 10 supervisors ranked #5 third
7 of 10 supervisors ranked #1 fourth
4 of 10 supervisors ranked #4 fifth
4 of 10 supervisors ranked #6 sixth
3 of 10 supervisors ranked #7 seventh
4 of 10 supervisors ranked #7 eighth

In this case what you do is have each person rate contributions in the order of preference as they see them. You pick up their preferences and chart them. The sum total of these ratings then will be the rating by the group; however, the technique does have the limitation of being effective only for a short list.

A Hot Topic:

Dealing with a subject which happens to be of special interest to the group at the moment that does not bear on the conference title, is sometimes a problem. Often when the subject is mentioned you sense that there is a great deal of enthusiasm for it. If the subject by any remote possibility is connected with the title of your conference, deviate from your outline and consider it at the moment. On the other hand if it is strictly a side issue, not pertinent to the subject then you might indicate to the participants that you are going to make a note of it, and do so, indicating that you are setting it aside for the moment and will consider it at some other time if they so desire. Don't forget to offer to consider it at the first opportunity. A similar situation occurs when contributions come in ahead of logical schedule, making a note asking for delay--then call for it at the appropriate time. For example, if you ask for a definition of a supervisor many times people want to define him by his duties and responsibilities. You want a definition first--set aside duty and responsibility contributions noting same, with permission, and later record these under the appropriate question--"What are the responsibilities of a supervisor?" This is important to you in holding the confidence of the group, they know that you are not trying to put them off, but are trying to put their contribution in the logical spot as you have it planned.

Mother Hubbard Terms:

These are broad all-inclusive contributions. In your conference situation there probably are a number of people who have the ability to analyze their thinking and put it very quickly into one broad all inclusive term which is hereby named a "Mother Hubbard Term." For example, you may ask "How can a supervisor improve his relations with his employees?" Then comes the contribution, "Deal fairly and squarely with everyone." Well at first sight it seems like a good contribution and certainly you will record it. It is a "Mother Hubbard Term" because nearly everything that can be contributed later on can be identified as a part of dealing fairly and squarely. Obviously you have to use a secondary question. Ask the man, "What do you mean by fairly and squarely?" You may at this moment have to rearrange the planned outline procedure. What you do is put down a big 1, record the contribution, "deal fairly and squarely with everyone," sub-titles A, B, C, D, E, etc. (A result of the secondary question). A technique for breaking down the Mother Hubbard term is switching your planned outline procedure. You have to be on the alert to detect such terms; break them down or else group thinking "dead ends" quickly.

Evaluation:

There are many aspects to evaluating a training conference. One approach is that of evaluating the conference training as it concerns employees of the company. Evaluating the success of the conference participation and/or self evaluation.

DO THEY
CONTINUE

Figure 47

Self-Evaluation:

It has often been said that there are three kinds of speeches and certainly this is true for conferences. There is the speech that you plan, the speech that you delivered, and the speech you wish that you had delivered. Invariably, after a conference is completed you will think of some technique or maneuver you should have used, had you thought of it at the moment. You are developing a social skill and thus you don't always think of the right thing at the right moment.

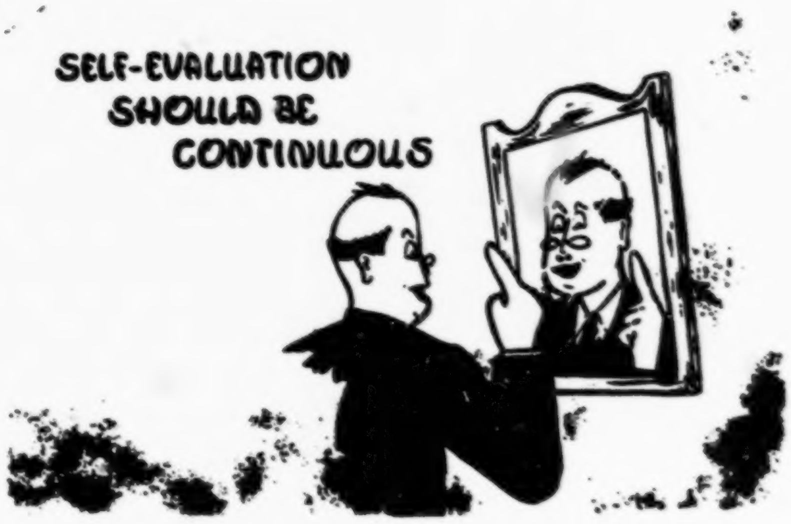


Figure 48

There are a number of ways of evaluating a conference. Rating sheets have been developed such as:

LEADER'S SELF-RATING SCALE

For each statement below, check off in the proper column your opinion as to whether or not the point raised by the statement was accomplished. When you finish, add up your number of "Yes" answers and multiply the total by 5. If you are under 75, you are too low. If your score is 95 or better, you are excellent.

No.	Statement	Yes	No
1.	Necessary preparations for the meeting were properly handled.	____	____
2.	The meeting started on time.	____	____
3.	There was good discussion — all members participated.	____	____
4.	Questions were well planned, properly asked, and provoked discussion.	____	____
5.	Discussion seemed to be spontaneous and not forced.	____	____
6.	Discussion was progressive; it kept on the topic and was directed towards the attainment of the objectives.	____	____
7.	Offering of my own personal opinion, lecturing, or domineering was avoided.	____	____
8.	An attempt was made to get conferees to recognize and respect the opinion of others.	____	____
9.	I did not take sides in any discussion.	____	____
10.	I refrained from answering questions, referring them back to the group.	____	____
11.	Experting of opinions and ideas on my part was avoided.	____	____
12.	Rephrasing was used only when it was necessary, using the simplest words possible and being brief.	____	____
13.	Control was maintained over the conference at all times.	____	____
14.	Frequent summaries of the discussion were made to crystallize group thinking.	____	____
15.	A blackboard or chart sheet was used effectively.	____	____
16.	All essential topics or phases of the outline, excluding application, were covered.	____	____
17.	Interest was maintained throughout the meeting.	____	____
18.	The group left with something to think about, so thinking will continue after the conference is over.	____	____
19.	A final summary was made with the help of the group.	____	____
20.	The meeting closed on time.	____	____

GPO 935740

Rating Chart for Conference Leaders

Conference Leader________________________________Date____________

	Superior	Above Av.	Av.	Below Av.	Poor
1. How successful was the leader in getting the discussion started?					
2. How successfully did he keep the discussion well distributed?					
3. How effectively did he avoid confusion in thinking by stating the problem clearly, and by restating, crystallizing, and organizing the points in the discussion?					
4. How successfully did he hold the discussion to the main topic?					
5. How well did he accelerate the discussion?					
6. How well did he let the group do its own thinking?					
7. How successfully did he deal with individual members when he was faced with difficult situations?					
8. How well did he keep everyone's attention centered on the problem?					
9. How successful was his chart or blackboard work?					
10. With what degree of success did he maintain a friendly, easy-going, and helpful manner?					
11. How well did the discussion cover the ground in the time available?					
12. How well prepared was he?					

Participation:

Another way of evaluating the success of conferences is from a participation chart as shown. Some blank charts are attached for the evaluation of your practice sessions. The group participation chart certainly helps evaluate the extent to which all become involved.

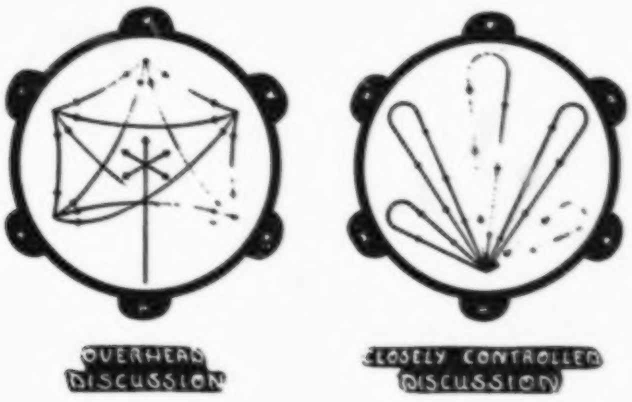
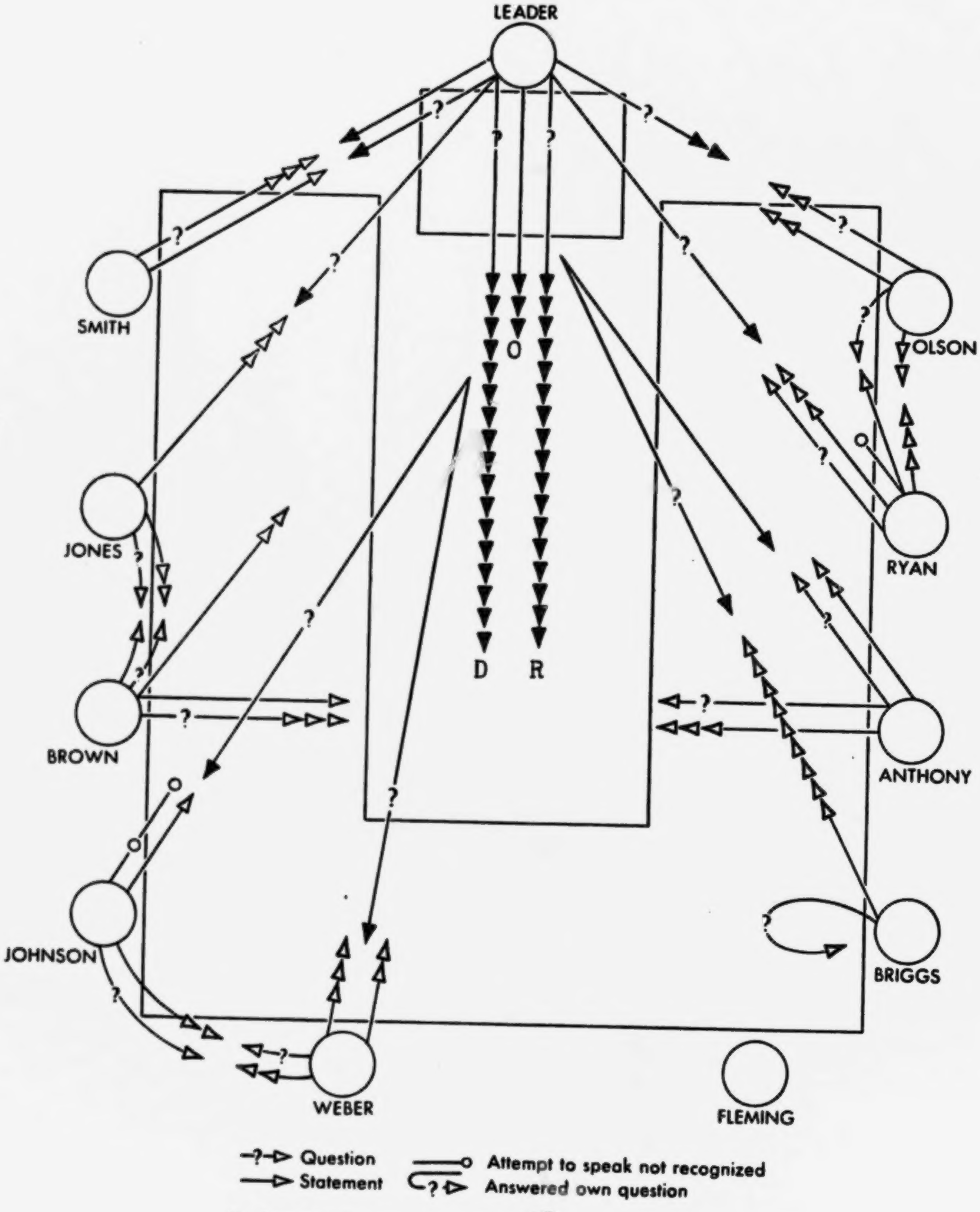

OVERHEAD DISCUSSION
CLOSELY CONTROLLED DISCUSSION

Figure 49

Title Grievances John Doe Leader

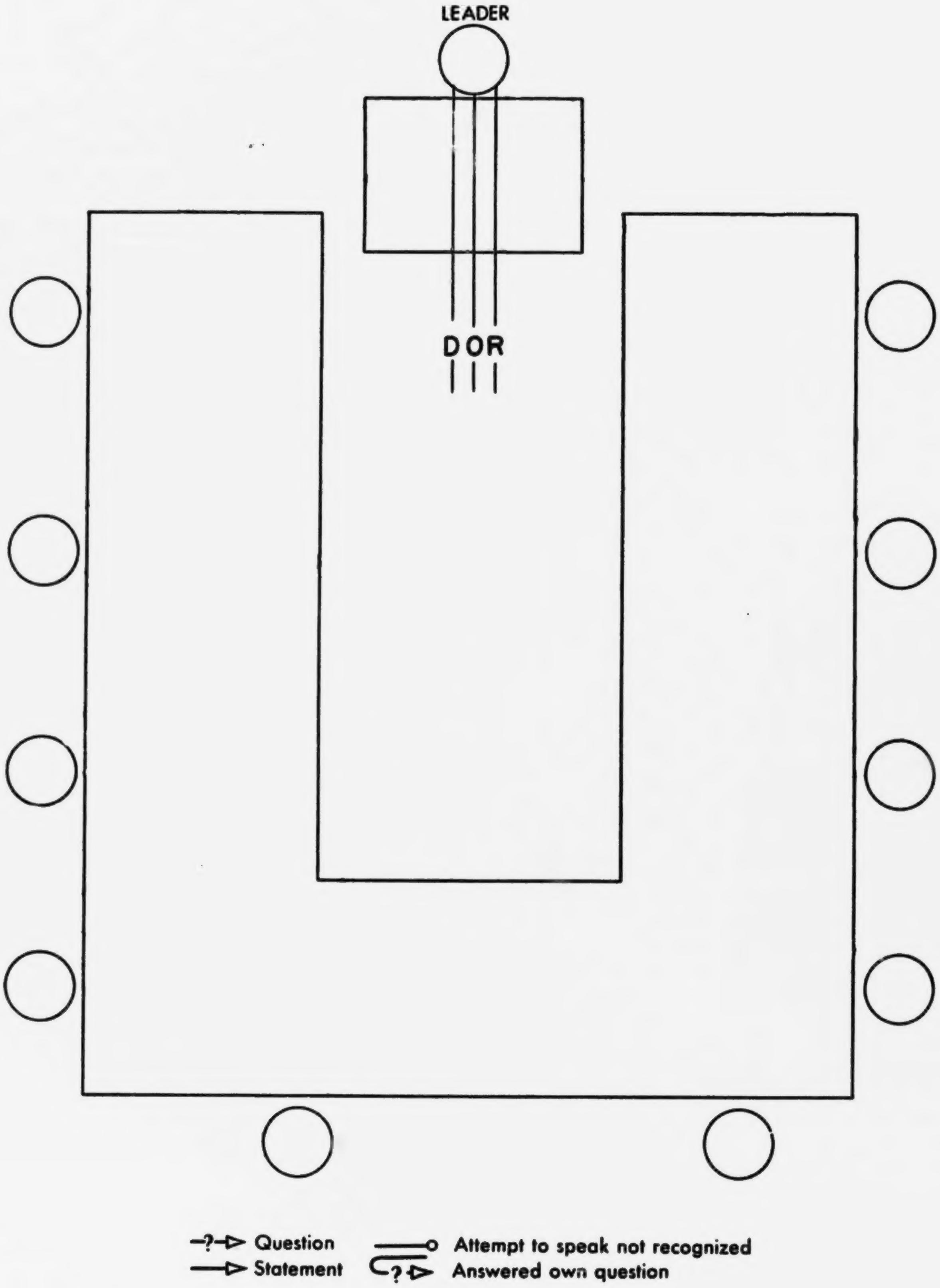
PARTICIPATION CHART


LEADER
SMITH
JONES
BROWN
JOHNSON
WEBER
FLEMING
BRIGGS
ANTHONY
RYAN
OLSON
O
D
R
—?—▷ Question
——▷ Statement
——o Attempt to speak not recognized
⊂?▷ Answered own question

D irect ? [redacted]
O verhead ?
R eturn ?

Title________________________________ ________________________________Leader

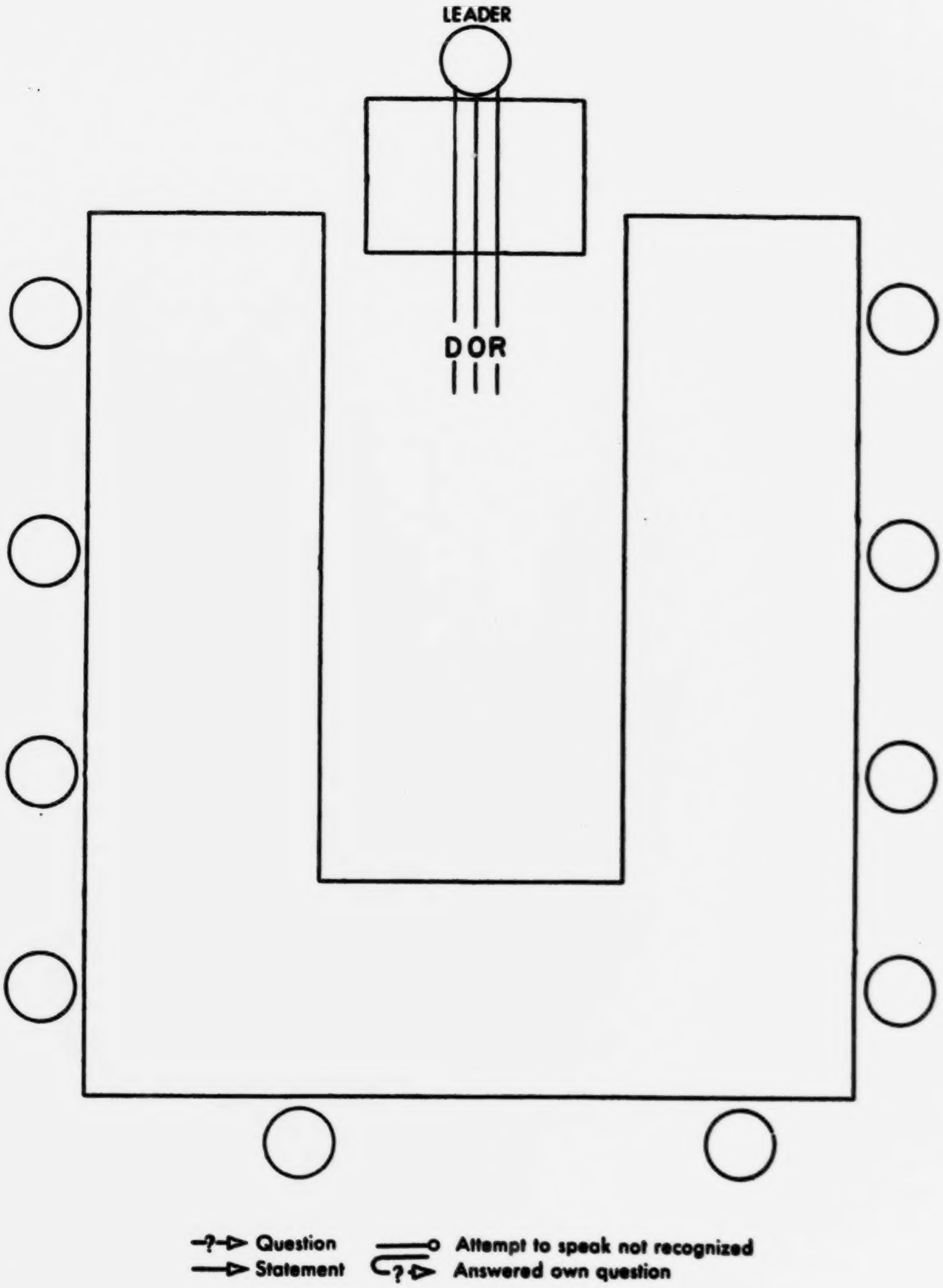
PARTICIPATION CHART


LEADER
DOR
—?—▷ Question
——▷ Statement
——○ Attempt to speak not recognized
⊂?▷ Answered own question

D irect ?
O verhead ?
R eturn ?

Title______________________ ______________________Leader

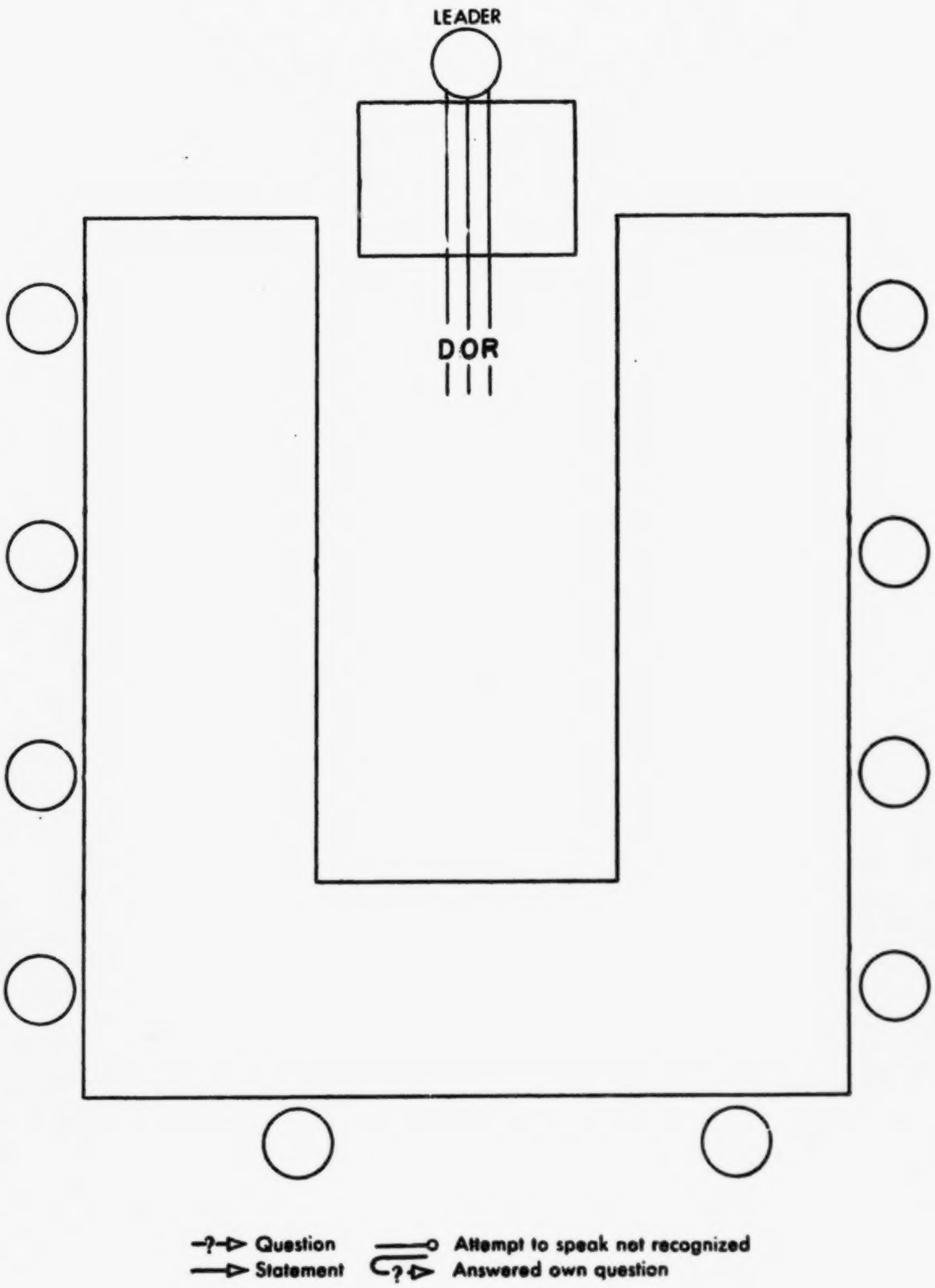
PARTICIPATION CHART


LEADER
DOR
-?-▷ Question
—▷ Statement
—o Attempt to speak not recognized
?▷ Answered own question

D irect ?
O verhead ?
R eturn ?

Title____________________ ____________________Leader

PARTICIPATION CHART


LEADER
DOR
-?-▷ Question
——▷ Statement
——o Attempt to speak not recognized
?▷ Answered own question

D irect ?
O verhead ?
R eturn ?

Any Double Takes?

Another way of evaluating the success of conferences is whether or not you are called to conduct other conferences within a company. For your school, evaluation may be in other terms. Do supervisory training programs help in promoting good public relations, with industries of your area? Do other programs follow? Time will tell--several good examples already exist. In a 40-hour institute situation you may have a panel of evaluators, each evaluating different phases of practice sessions.

Evaluation by participants:

It is possible to get an evaluation by "buzz" or "brain storming" techniques from the participants. Their reactions are often very good for your improvement.

Evaluate the Report:

If a report has been written on the conference other people may evaluate your conference based upon the report. With regard to evaluating the conferences from any aspect state the over-all objectives for a program in measureable terms. Vague generalities are hard to evaluate.

Soft Spots:

Typical weaknesses of new conference leaders:

1. Spend too much time getting definitions. This is a situation where a conference leader has very good outline with 4 or 5 objectives and 4 or 5 primary questions, but find that a large portion of his allotted time has been devoted to getting a simple definition.
2. Votes on importance of contribution.
   Situation--this is a case where the conference leader is drawn into a situation of having the conferees vote on the importance of the contributions, rate instead of vote.
3. Uninteresting opposite chart contributions
   Situation--this is a case where in charting you have a negative and positive side. For example, in a chart entitled "Factors which Bear on Cooperation," you may have in the left hand column on the chart "Factors which interfere with cooperation" and on the right hand side

THIS
IS A
CONFERENCE

Figure 50

"Factors which promote cooperation." Well, obviously you may get into listing the negative side of the chart first and then the positive side will be exactly the opposite of negative entries. This requires little thinking when participants learn that just by rephrasing, they can construct the positive side of the chart.

4. Does not reach conclusions. This is a situation where the new conference leader fails to go through the four steps as previously mentioned in outline planning. The first step, getting the people ready for the question. The second step, present the question. The third step, drawing out or probing with secondary questions. And the fourth step, drawing or reaching a conclusion. "Reaching a Conclusion" is actually the aim of the whole process.

5. The conference leader becomes a slave to the chart because of rapid contribution. Situation--contributions are coming rapid-fire, the leader is glued to the board writing them down. In a situation like this, the conference leader should toss some of those contributions back with key words such as explain, give me an example, what do you mean by this, etc.

6. Starts with an excessive group. Situation--this is a case where lack of planning on the part of the conference leader leads to a large group. Some 20 to 50 people attending the first session. This happens because you failed to thoroughly plan.

7. Drives too hard for specific contributions. Situation--this is a case where the conferees make contributions but they don't come out with the exact words the conference leader has in mind. By rephrasing without the permission he conveys the idea that he is looking for specific words and expects participants to give him the exact words he already has. The conference leader should remember that what he has down on his outline may or may not be contributions--the outline is only a plan. You should not look for words, look for thoughts. If the thought is the same, use his words, and not what your outline indicates.

8. The conference leader looses control of the conference. Situation--this is likely to happen when a film is used as a summary for a conference. This will not happen if you follow the proper steps in the use of film, with a discussion afterwards. If you are operating the projector, go back to your normal position, hold the discussion, then effectively close the conference.

9. The participants "freeze" because of visitors. Situation-this is the case where visitors come into the conference. They may sit through the entire conference or they may be visiting for only part of the conference. The conference leader should make it known to the participants who is to

visit and their purpose for visiting. This happens if the big boss drops in. You should have an understanding with the company, from the beginning, that visitors will be permitted though not encouraged, for this reason. In any case, you still owe the courtesy of explaining to participants who visitors are, including an "outside" recorder if used.

10. Thrown by "Mother Hubbard" terms--see page 67

A List of Don'ts:

1. Don't try to dominate the thinking of the members. Don't twist the members' statements so badly that they can't recognize them.
2. Don't tell a member of the group that he is wrong. Let the group make the decision.
3. Don't tell the members of the group that they ought to do anything.
4. Don't ask leading questions. Say "what would happen if" or, "what has been your experience," instead of "don't you think."
5. Don't cover ground so fast that the members can't follow you.
6. Don't argue, ridicule, take sides, lecture, ask questions instead, talk too much, try to be funny, set yourself up as an authority, or expert.
7. Don't allow the group to waste time guessing about matters of fact. Don't run overtime, start and stop on time.

Platform Rapport:

Certainly the leading of a conference is a difficult job. In fact, if it seems easy to others it is a credit to you for having done a good job. Getting up before a group of people to work with them presents some of the same problems as in making a speech. You may be aware of some degree of "stage fright" in which case you have to do something to control this condition. It is essential that your mind be free, to think ahead of the group at all times. Probably the best advice is to be natural, perfectly natural. You can't maintain a false front with a group of experienced supervisors very long. Be natural, be unassuming. You are free to move around. You can walk

Figure 51

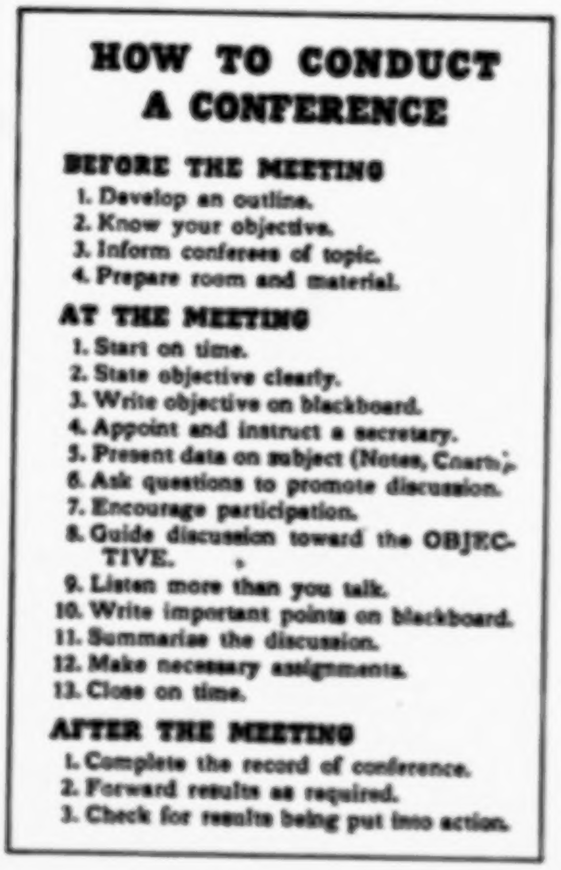
down the side of the group, you can sit down, moving around tends to prevent "freezing." Establish eye contact early and maintain it. Be completely with the group. Remember that a lot can be done by your movements to pace your conference. You can gesture with your hands, your eyes and by facial expressions.

Your dress, of course, should be neat, not overdressed nor underdressed for the occasion. It is always better at first to wear your coat and tie and take your coat off, if desired. Your conduct will set the boundaries of conduct for the entire conference, somewhere between the stiff formality of parliamentary procedure and the meaningless informality of the "bull session."

Stay on Top:

You must "keep on top of the situation" at all times. You have to remember a contribution when made, to chart it and still catch those new ones. You have to keep in mind, are all the people participating? Is this discussion on a subject, how about the time element, are we dealing with principles or personalities, am I satisfactorily controlling conference characters?

TYPICAL CONFERENCE HAND-OUTS



HOW TO CONDUCT A CONFERENCE

BEFORE THE MEETING

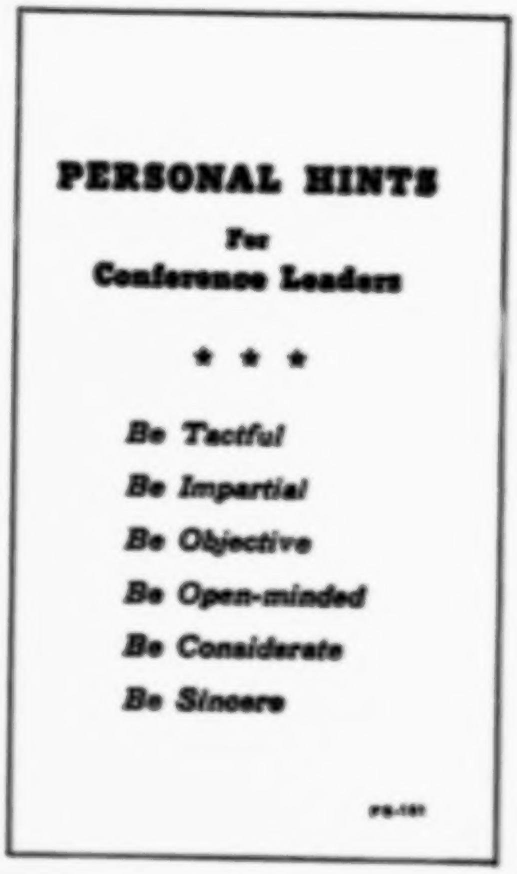
1. Develop an outline.
2. Know your objective.
3. Inform conferees of topic.
4. Prepare room and material.

AT THE MEETING

1. Start on time.
2. State objective clearly.
3. Write objective on blackboard.
4. Appoint and instruct a secretary.
5. Present data on subject (Notes, Charts).
6. Ask questions to promote discussion.
7. Encourage participation.
8. Guide discussion toward the OBJECTIVE.
9. Listen more than you talk.
10. Write important points on blackboard.
11. Summarize the discussion.
12. Make necessary assignments.
13. Close on time.

AFTER THE MEETING

1. Complete the record of conference.
2. Forward results as required.
3. Check for results being put into action.



PERSONAL HINTS

For Conference Leaders

* * *

Be Tactful

Be Impartial

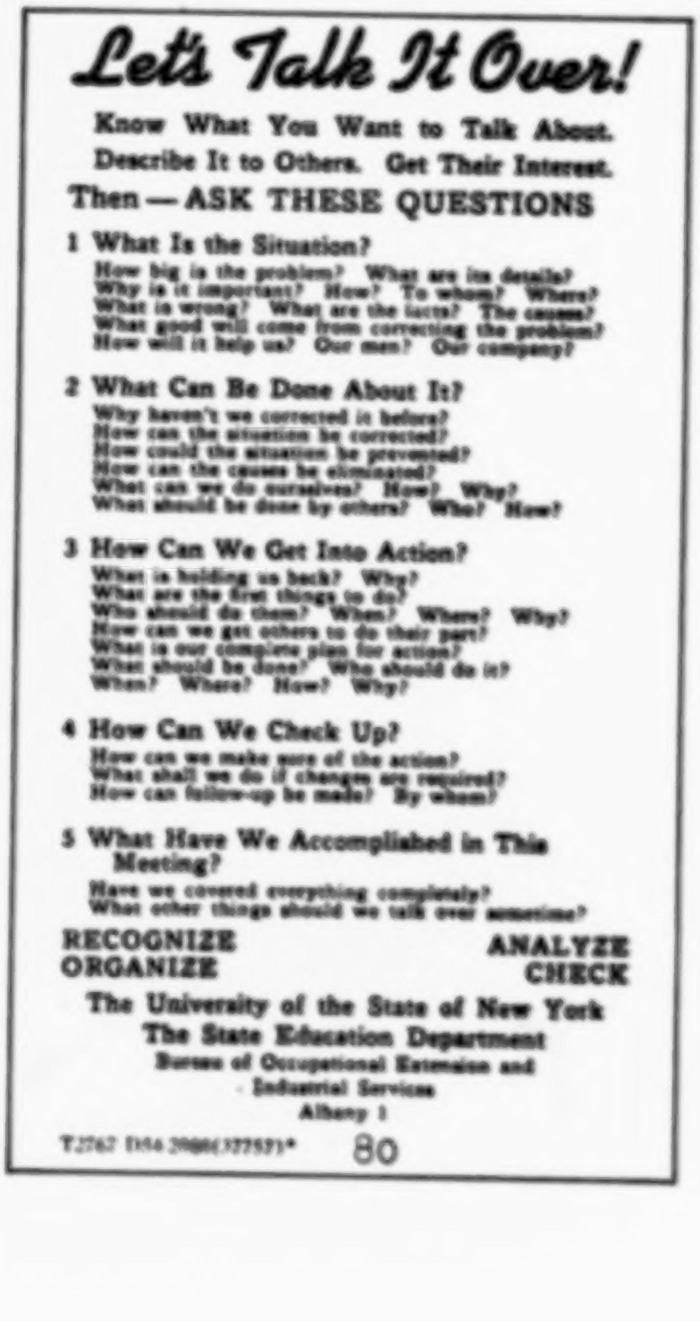
Be Objective

Be Open-minded

Be Considerate

Be Sincere

PS-101



Let's Talk It Over!

Know What You Want to Talk About.
Describe It to Others. Get Their Interest.
Then — ASK THESE QUESTIONS

1 What Is the Situation?

How big is the problem? What are its details?
Why is it important? How? To whom? Where?
What is wrong? What are the facts? The causes?
What good will come from correcting the problem?
How will it help us? Our men? Our company?

2 What Can Be Done About It?

Why haven't we corrected it before?
How can the situation be corrected?
How could the situation be prevented?
How can the causes be eliminated?
What can we do ourselves? How? Why?
What should be done by others? Who? How?

3 How Can We Get Into Action?

What is holding us back? Why?
What are the first things to do?
Who should do them? When? Where? Why?
How can we get others to do their part?
What is our complete plan for action?
What should be done? Who should do it?
When? Where? How? Why?

4 How Can We Check Up?

How can we make sure of the action?
What shall we do if changes are required?
How can follow-up be made? By whom?

5 What Have We Accomplished in This Meeting?

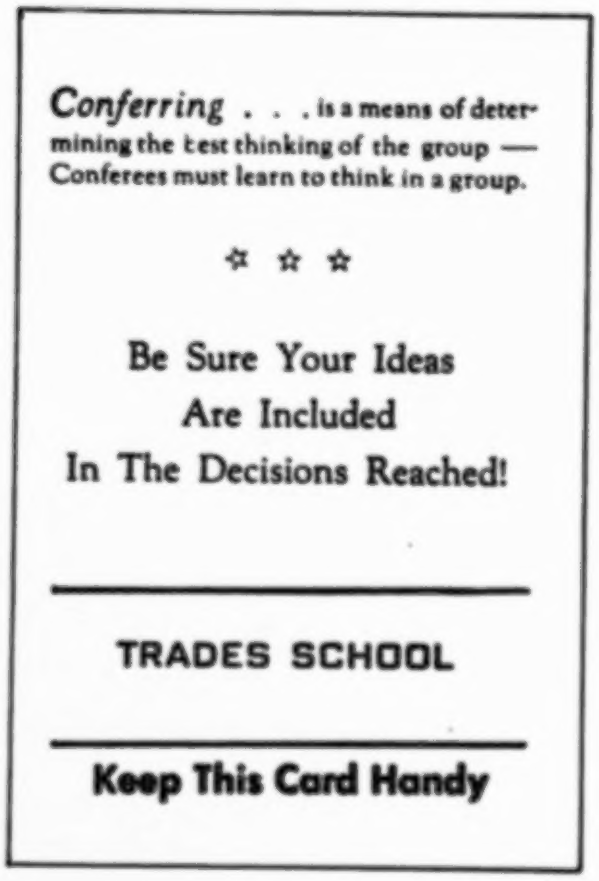
Have we covered everything completely?
What other things should we talk over sometime?

RECOGNIZE **ANALYZE**
ORGANIZE **CHECK**

The University of the State of New York
The State Education Department
Bureau of Occupational Extension and Industrial Services
Albany 1

T2767 D54 2000(37757)*

TYPICAL CONFERENCE HAND-OUTS

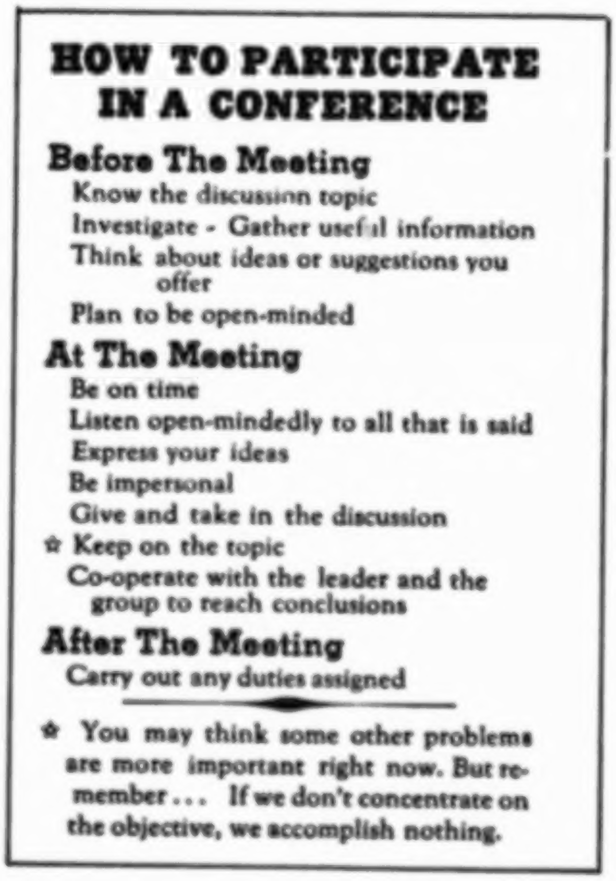

Conferring . . . is a means of determining the best thinking of the group — Conferees must learn to think in a group.

☆ ☆ ☆

Be Sure Your Ideas
Are Included
In The Decisions Reached!

TRADES SCHOOL

Keep This Card Handy


HOW TO PARTICIPATE IN A CONFERENCE

Before The Meeting

Know the discussion topic
Investigate - Gather useful information
Think about ideas or suggestions you offer
Plan to be open-minded

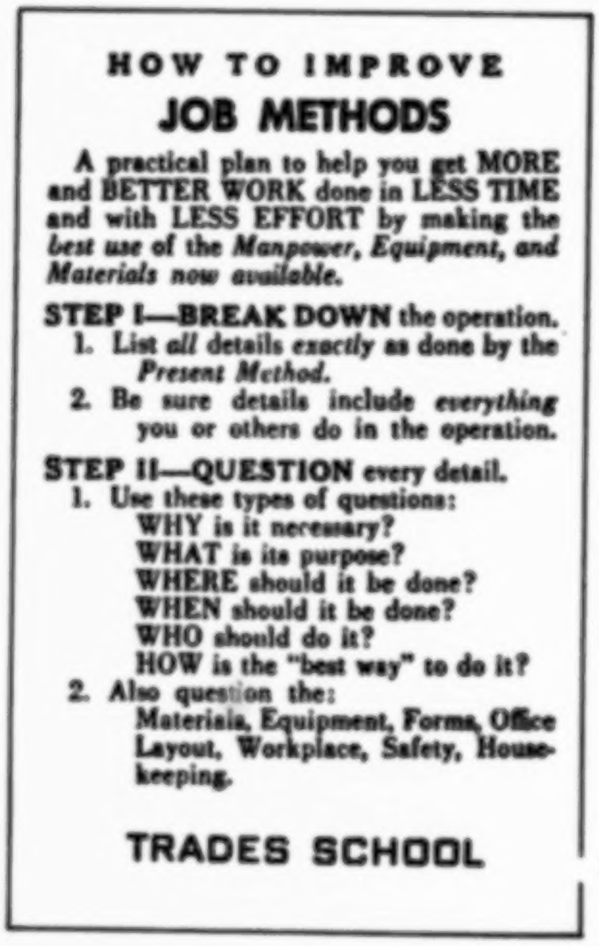
At The Meeting

Be on time
Listen open-mindedly to all that is said
Express your ideas
Be impersonal
Give and take in the discussion
☆ Keep on the topic
Co-operate with the leader and the group to reach conclusions

After The Meeting

Carry out any duties assigned

☆ You may think some other problems are more important right now. But remember . . . If we don't concentrate on the objective, we accomplish nothing.

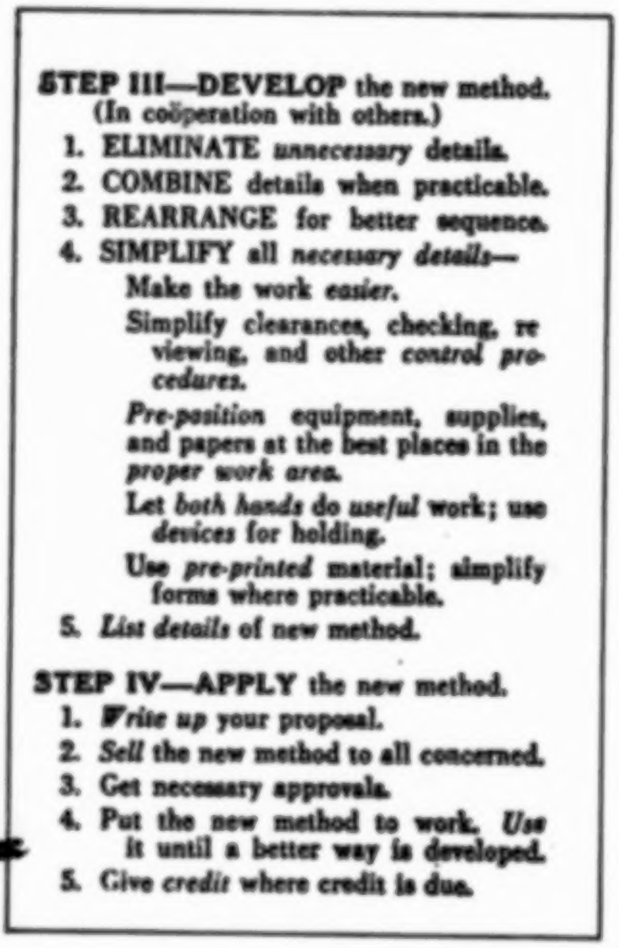

HOW TO IMPROVE
JOB METHODS

A practical plan to help you get MORE and BETTER WORK done in LESS TIME and with LESS EFFORT by making the *best use* of the *Manpower, Equipment, and Materials now available.*

STEP I—BREAK DOWN the operation.
1. List *all* details *exactly* as done by the *Present Method.*
2. Be sure details include *everything* you or others do in the operation.

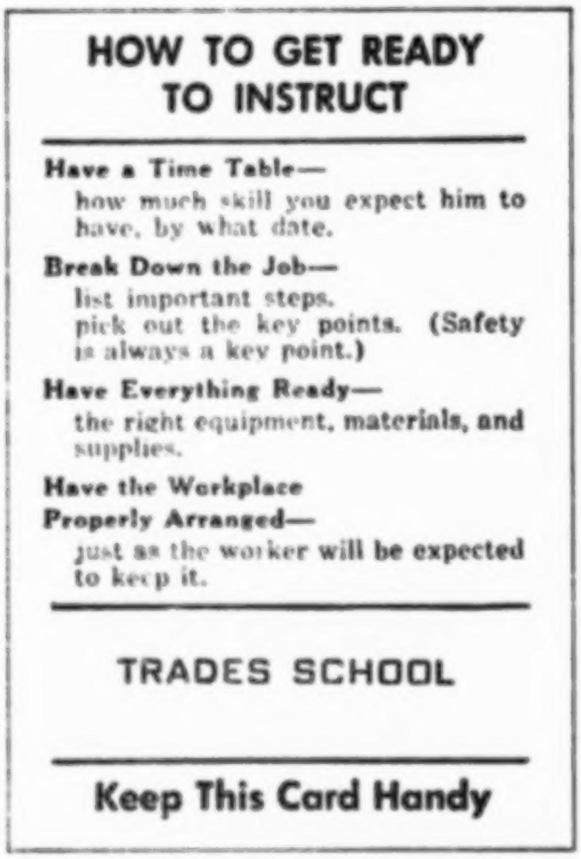
STEP II—QUESTION every detail.
1. Use these types of questions:
   WHY is it necessary?
   WHAT is its purpose?
   WHERE should it be done?
   WHEN should it be done?
   WHO should do it?
   HOW is the "best way" to do it?
2. Also question the:
   Materials, Equipment, Forms, Office Layout, Workplace, Safety, Housekeeping.

TRADES SCHOOL


STEP III—DEVELOP the new method.
(In coöperation with others.)
1. ELIMINATE *unnecessary* details.
2. COMBINE details when practicable.
3. REARRANGE for better sequence.
4. SIMPLIFY all *necessary details*—
   Make the work *easier.*
   Simplify clearances, checking, reviewing, and other *control procedures.*
   Pre-position equipment, supplies, and papers at the best places in the *proper work area.*
   Let *both hands* do *useful* work; use *devices* for holding.
   Use *pre-printed* material; simplify forms where practicable.
5. *List details* of new method.

STEP IV—APPLY the new method.
1. *Write up* your proposal.
2. *Sell* the new method to all concerned.
3. Get necessary approvals.
4. Put the new method to work. *Use* it until a better way is developed.
5. Give *credit* where credit is due.

TYPICAL CONFERENCE HAND-OUTS



HOW TO GET READY TO INSTRUCT

Have a Time Table—
how much skill you expect him to have, by what date.

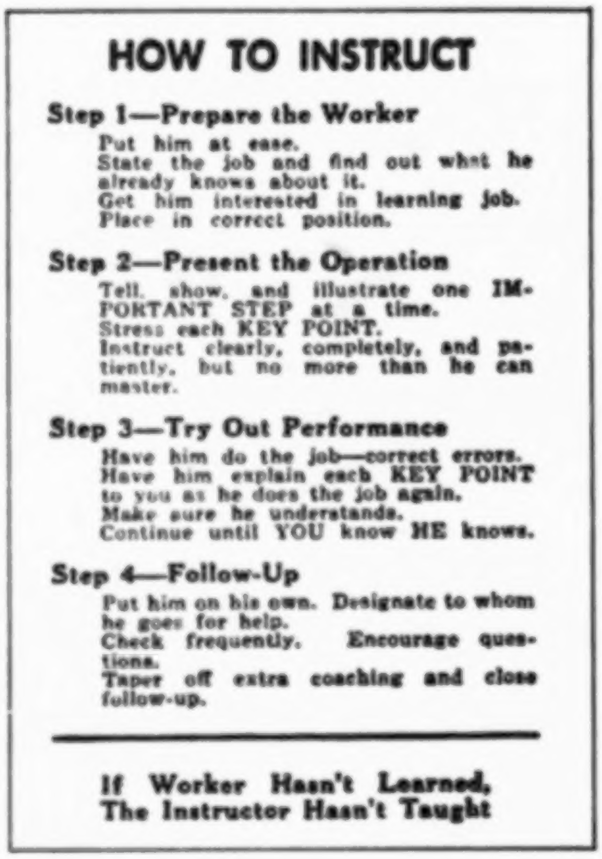
Break Down the Job—
list important steps.
pick out the key points. (Safety is always a key point.)

Have Everything Ready—
the right equipment, materials, and supplies.

Have the Workplace Properly Arranged—
just as the worker will be expected to keep it.

TRADES SCHOOL

Keep This Card Handy



HOW TO INSTRUCT

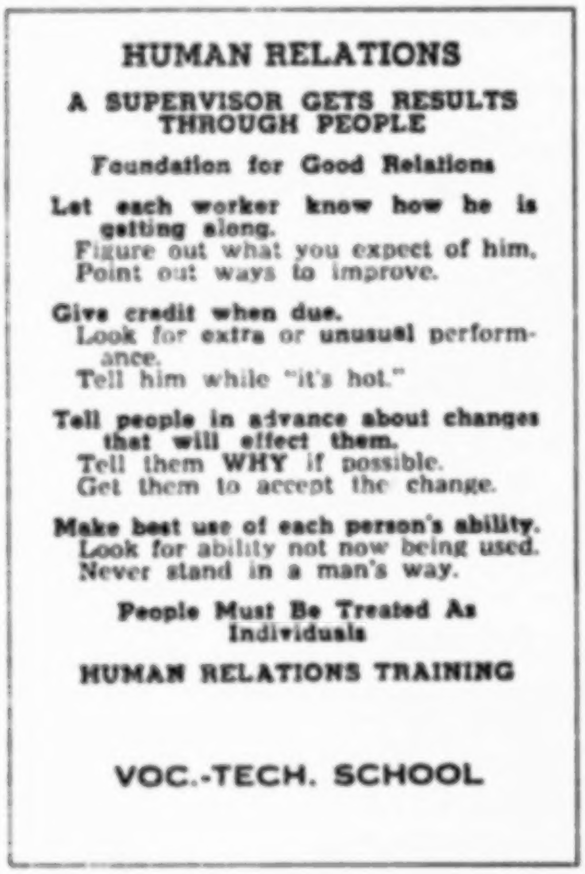
Step 1—Prepare the Worker
Put him at ease.
State the job and find out what he already knows about it.
Get him interested in learning job.
Place in correct position.

Step 2—Present the Operation
Tell, show, and illustrate one IMPORTANT STEP at a time.
Stress each KEY POINT.
Instruct clearly, completely, and patiently, but no more than he can master.

Step 3—Try Out Performance
Have him do the job—correct errors.
Have him explain each KEY POINT to you as he does the job again.
Make sure he understands.
Continue until YOU know HE knows.

Step 4—Follow-Up
Put him on his own. Designate to whom he goes for help.
Check frequently. Encourage questions.
Taper off extra coaching and close follow-up.

If Worker Hasn't Learned, The Instructor Hasn't Taught



HUMAN RELATIONS

A SUPERVISOR GETS RESULTS THROUGH PEOPLE

Foundation for Good Relations

Let each worker know how he is getting along.
Figure out what you expect of him.
Point out ways to improve.

Give credit when due.
Look for extra or unusual performance.
Tell him while "it's hot."

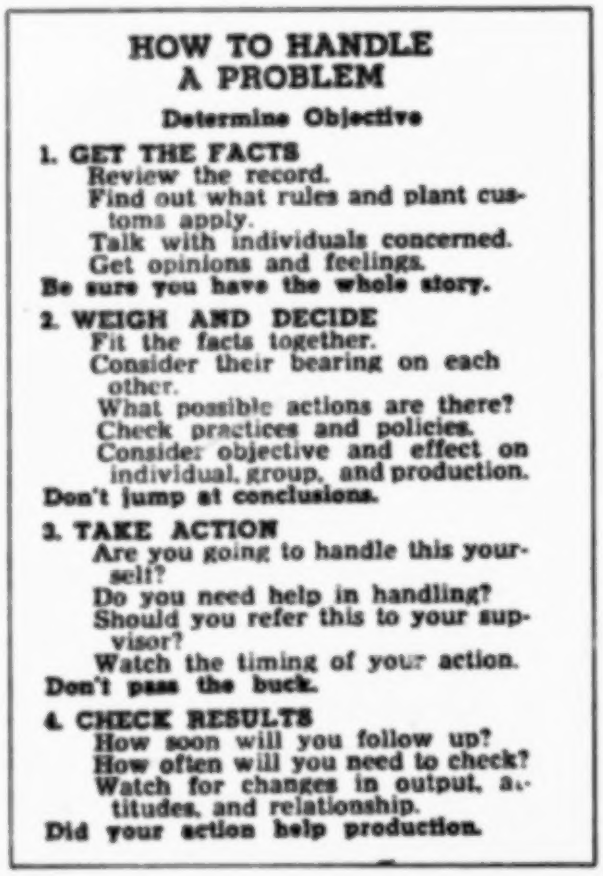
Tell people in advance about changes that will effect them.
Tell them WHY if possible.
Get them to accept the change.

Make best use of each person's ability.
Look for ability not now being used.
Never stand in a man's way.

People Must Be Treated As Individuals

HUMAN RELATIONS TRAINING

VOC.-TECH. SCHOOL



HOW TO HANDLE A PROBLEM

Determine Objective

1. GET THE FACTS
Review the record.
Find out what rules and plant customs apply.
Talk with individuals concerned.
Get opinions and feelings.
Be sure you have the whole story.

2. WEIGH AND DECIDE
Fit the facts together.
Consider their bearing on each other.
What possible actions are there?
Check practices and policies.
Consider objective and effect on individual, group, and production.
Don't jump at conclusions.

3. TAKE ACTION
Are you going to handle this yourself?
Do you need help in handling?
Should you refer this to your supvisor?
Watch the timing of your action.
Don't pass the buck.

4. CHECK RESULTS
How soon will you follow up?
How often will you need to check?
Watch for changes in output, attitudes, and relationship.
Did your action help production.

CHAPTER V

THE CONFERENCE REPORT

The conference report is a written report of the conference proceedings.

Before writing a conference report a decision must be made to write or not to write. This decision will depend on consideration of a number of factors. Is it of value to the individual conferees? Certainly, it is desirable for them to have a copy of bound notes for these sessions so that in the future they may refer to it and find it a practical value in their job. The report may be a value to the company, a written record of training, with content. For the vocational school conference reports are useful in promoting other programs, as a record of achievement for the school.

The conference report has certain values to the company, to the individual and to the school making the report. It is time consuming, tedious, and somewhat expensive but often worthwhile. Particularly valuable are reports embracing new fields and new topics, not only to your school but other schools.

This chapter concerns making the report assuming that your decision is to write the conference report or sometimes entitled "combined notes." The report may be written by the conference leader and his procedures may be this: At the close of a session the leader takes his outline and charted information, sits down probably the next day, dictates to a secretary the material that has been covered in the session. She would type a rough copy for final correction, cut a stencil, and reproduce same.

The report may be written by a recorder, some outside person who sits in, takes notes, and proceeds in writing as would the conference leader. This is good training for a person interested in learning conference leading.

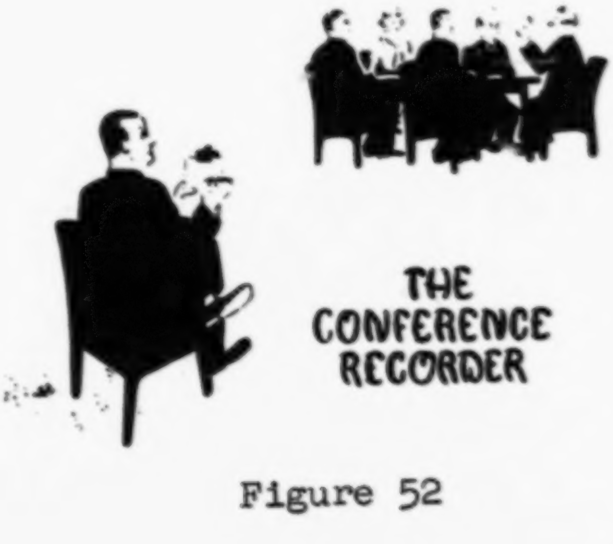


Figure 52

What To Include:

There must be a criteria for deciding what to include and what to exclude from the report. The conference report should include: The name of the company, the name of the conference leaders, names of the participants, their title, their company if different from above. It should include the date of conferences and the place. It should include a table of contents with individual conference titles. It should include individual session reports, a record of the high spots of the discussion. It should include cases discussed and may include direct quotations without identifying the persons who make them.

There are some things you want to leave out. Leave out any personal arguments. Leave out any side discussions. Leave out anything which might furnish a lead to identifying a participant. You will want to leave out any adverse discussion of the company policies. Keep the conference discussion on a plane above the level of insubordination.

The Cover:

How do you go about making the report? Consider the front and back covers of the report. It is advisable to design and have this printed by a printing company. The content information mimeographed on 16 or 20 pound paper, 8 1/2" x 11".

Binding:

Consider what method will be used in binding it. General Binding Company*, Plastic Binding is very good, stapling is another method, note book style or a folder are other methods.

Now consider how many copies. If this is a new subject area it is advisable to print about 100 copies remembering that a state law requires furnishing the Secretary of State 34 copies, thus, you will have only 66 available for circulation. If each participant is to receive a copy this will leave less than 50 for general circulation and records. If this is a repeat report (others very similar have been produced), you might print less copies. You may consider mimeographing a few copies (25-35) handing them out at the beginning of each next session to participants using them to review, so that at the end of the program each participant has a copy of all the session reports.

A picture of the participants along with their name and job titles adds much to the report.

You might want to consider the following:

---

*General Binding Corporation, 812 West Belmont Avenue, Chicago 14, Illinois

Acknowledgements (including company officials) the conference leader or leaders, the school director, the recorder, other conference leaders or visitors, a table of contents, and an appendix.

When writing the report, write so that a person might understand who was not in actual attendance. In summary, first decide to write a report or not based on its value in your situation. Plan and work on the report all during the program. Decide on binding method, and reproduction, number of copies, and its content.

EXAMPLE OF A CONFERENCE SESSION REPORT

SESSION II

THE JOB OF SUPERVISING

Conference Leader: Mr. J. W. Gaspard

OBJECTIVES: To determine how supervisory vacancies occur
To determine where supervisors come from
To determine the tools of the supervisor
To discuss the make-up of an individual
To discuss the supervisor and authority

The second session was opened by the conference leader giving a short summary of the preceding session and pointing out that it had been determined that a supervisor was one who gets work done through people.

With this definition in mind, it was felt that it would be well to try and determine how supervisory vacancies occur--what brings these vacancies about. The following chart represents the conferee's responses to the question:

"How do supervisory vacancies occur?"

1. Retirement
2. Promotions
3. Death
4. Terminations
    a. Voluntary
    b. Firing
5. Expansion
6. Creation of supervisory positions (reorganization)

When vacancies occur, it requires additional personnel to step into the supervisory position if business as usual is to be maintained. It was agreed by the group that there were only two places in general that these supervisory personnel could be obtained--from within the company and externally or outside the company. It was felt that these two general areas should be explored more fully and the conference leader asked:

"Where do Supervisors come from?"

A. Internally (within the company)

1. Upgrading
2. Ability
3. Training Program
4. Seniority
5. Transfers

B. Externally

1. From some other company
2. Trade Schools and colleges (Potentials)
3. Employment agencies
4. Armed Services
5. Application files

As discussion of the foregoing material developed, it was determined that there was evidence of knowledge and training in all the mentioned categories. The conclusion was that men in a company must be given an opportunity to obtain the knowledge and training required to enable them to advance into supervisory positions vacated for one of the reasons stated previously.

Work is usually thought of in terms of results achieved through the use of tools and machines. But what about the supervisor--what "tools" does he use in his work? As a way of comparison, the following chart was developed.

TOOLS OF THE SUPERVISOR

Mechanic (Worker)	Supervisor
1. Pliers	1. Knowledge
2. Screwdriver	a. of people
3. Vehicle	b. of work
4. Radio	2. Experience
5. Typewriter	3. Training
6. Business machines	4. Ability
7. Slide rule	5. Self-confidence
	6. Leadership
	7. Stamina
	8. Following (carry through)
	9. Communications
	10. Consistency
	11. Persistence
	12. Safety mindedness
	13. Enthusiasm

As discussion of the comparison of these two categories or "kits of tools" developed, it was determined that the serviceman's tools were tangible and those of the supervisor were intangible. The supervisor's job might be thought of in terms of the hourglass, with the supervisor in the middle position, sifting and funneling the thoughts and directives of the company in both directions--up and down. He is the middle man and must possess the tools listed above if the production is to be maintained at its highest level.

The supervisor, in carrying out his responsibilities, deals with people; therefore, he must have a knowledge of the individuals under his supervision. This being true, his success or failure depends largely on his knowledge of the individual's make-up--what makes him tick.

With this in mind, the conference leader asked, "What goes to make up an individual?" The following represents the group's response.

1. Personality
2. Temperament
3. Physical make-up
4. Mentality
5. Character
    a. dependability
    b. integrity
    d. morals
6. Education
7. Environment
8. Social activities
9. Community activities
10. Ambition (drive)
11. Attitude
12. Interest
13. Habits
14. Religion
15. Pride (in workmanship)
16. Perseverance
17. Dependability
18. Inquisitiveness
19. Foresightedness (vision--seeing ahead)
20. Security
21. Lazy

Any or all of the above characteristics of an individual could affect the supervisor's dealings with him at a given time. Examinations of a few of the segments of the chart brought forth the following observations.

Personality	Determine to a great extent whether or not a person will get along with his fellow workers. A supervisor and a worker may have personalities which conflict and adjustments have to made if production is to continue at peak level.
Physical Make-up	Sometimes causes difficulty in placing a man on a job satisfactorily. He may be unable to carry his work load and may even be self-conscious because of some defect. Others may be especially adaptable to certain jobs because of their small size.
Dependability	The supervisor has to be able to depend on his men. If he knows his workers as he should, he will avoid placing the undependable in a responsible position.
Honesty	The supervisor has to be able to trust his men as time cannot be spent in constant checking of one or more individuals. It was felt that this category was closely related to integrity.
Education	It was felt that education was necessary for the supervisor and the men under him as it was related to his capacity to learn. A supervisor must recognize that there are two kinds of education--formal and informal. Some individuals with little formal education may be much better at certain types of work than others who have considerable formal education. Education never ceases.

Environment	Responsibilities at home carry over to the job and an unsatisfactory home life can adversely affect a man's work. Work environment can also make a difference and may affect his "drive" on the job.
Religion	Not in reference to denominations but from the standpoint of a "God fearing man makes a better man."
Pride	Produces a better end product. It was felt that this was one of the most valuable qualities a person could have. Not pride such as snobbishness.
Security	A worker must feel secure in his job and in his community or trouble develops. Security has a different meaning to each individual.

The supervisor must know and deal with all these qualities that go to make up the individual to properly work with the people above and below him. First of all, he must be able to analyze himself and face the facts if he is to improve himself on his job.

When a person enters the job of supervision, there is a certain amount of authority vested in him by the company. Knowing the individual and the job, how should he use his authority. The following chart, contributed by the conferees, is a list of some of the things a supervisor should and should not do in using this authority.

AUTHORITY

SHOULD	SHOULD NOT
1. Be a leader--inspire men	1. Be a boss
2. Encourage employee initiative	2. Discourage initiative
3. Give credit when due	3. Pass the "buck"
4. Treat all fairly	4. Pull rank
5. Be just	5. Overuse authority
6. Delegate authority	

In summing up, the conference leader reviewed briefly the objectives of the session and how these objectives had been met. Industry today is becoming more concerned with the fact that a worker must know how to get along with his employer and his fellow employees. With this in mind, the supervisor must of necessity be a good student of human relations.

At this time an article entitled, "Why I Like My Supervisor" was read to the group and the article emphasized the points brought out in his session.

A film entitled, "The Supervisor's Job," was shown to the group and it was brought out that the supervisor must be able to organize, deputize, and supervise.

The second session concluded at this point and the next meeting was scheduled for Tuesday, April 15, 1958.

CHAPTER VI

THE SCOPE OF SUPERVISORY PERSONNEL DEVELOPMENT

A close look at the title above reveals that according to our definition of a supervisor this includes any person in a management position. The word development, tied to supervisor, indicates that supervisory training is broad indeed. Its content may range across all areas of education and is intended to upgrade supervisory personnel. There are several areas of information which the supervisor uses and certainly the vocational school will never function in all these areas. First, there is that information which the company must give by virtue of this content; it can come only from the company, knowledge of policies and the like. Second, basic educational background. In supervisory personnel development we are concerned only with programs designed to improve supervision. The conference method is only one method for conducting such programs. It may be well here to establish the responsibility of a local school and the State Department of Education.

The Trade and Industrial Education Section of the State Department of Education has the responsibility for promoting and developing supervisory training throughout the state through the area vocational-technical schools. The Supervisor of Industrial Training within the Department has these responsibilities:

1. The development of vocational school personnel as necessary to have supervisory training function as an integral part of local school operations.

2. To assist in the professional development of local personnel to whom supervisory training responsibilities have been delegated, and the training of "Call Staff" personnel as may be necessary for a particular school.

3. The planning and conducting of annual workshops for vocational school personnel.

4. Keeping abreast of development in supervisory training on a local, state, and national level, assist local personnel in the development of new and the adopting of old contents to meet specific needs.

5. To serve as a consultant representing the State Department of Education in meetings with industrial groups discussing supervisory training.

6. To encourage the formation and use of local advisory committees for supervisory personnel development. To visit and assist in the conducting of programs on the local level.

The functions of the local school are those which have to do with the promotion and carrying on of supervisory training programs within their designated areas. They make the necessary contacts with industries, arrange for the programs, arrange for an instructor, furnish the various supplies, materials, etc. Establish local responsibilities for the program and encourage the development of school personnel.

Canned vs Tailored:

In conducting supervisory personnel development programs for industry you very early face the question of whether a canned program or a tailored program is best. This depends entirely on the situation. You should understand just what is meant by canned and what is meant by tailored. You must have a philosophy with regard to the use of both.

Other Methods:

Supervisory personnel development programs may also include the use of other methods. While the subject material here is concerned with the "conference leading" as a method in supervisory training, local school officials should be familiar with other methods for conducting supervisory training programs.

Panel Meetings:

Panel meetings, as they function in supervisory personnel development, would be the selection of a panel to serve in a supervisory training session or program. A panel meeting has a moderator and he conducts a "closed circuit" conference with the panel members. Questions may come from the group, who observe rather than participate.

Symposium:

Another type of program is symposium. This meeting is similar to a panel except in a symposium the several members on the platform will each present for 10, 15, or 20 minutes their views on the subject. They have prepared in advance a speech. Questions may also come from the group.

Question and Answer Man:

Another method suitable and widely used by Young Men Christian Association in supervisory development is "question and answer man." Additional information may be obtained from the Industrial Program Services, National Board of the YMCA, 291 Broadway, New York 7, New York.

Case Study

Another method is the incident case study.

"The value of the Case Study Method is to be found in a very important teaching concept which recognizes the importance of self-activity. It is a concept that implies people must think to become thinkers, they must reason out causes to understand relations; they must do to acquire a skill. In short, people become what they labor to be. Thus, acquiring the ability to arrive at acceptable solutions, may well be achieved through a technique that creates conditions under which the individual is engaged in doing.

The use of case material is not a new technique of training. Any supervisor who has sat down with a man and said, "Here's a specific example of what I mean," has used a form of case instruction. What is new is the difference in approach to the use of case material. The newness that appears is the use of case material as a means of promoting "struggle" in the training situation as opposed to their use for illustrative purposes.

Someone has said that learning is most effective when accompanied by pain and struggle. Case material offers the single best solution to securing pain and struggle.

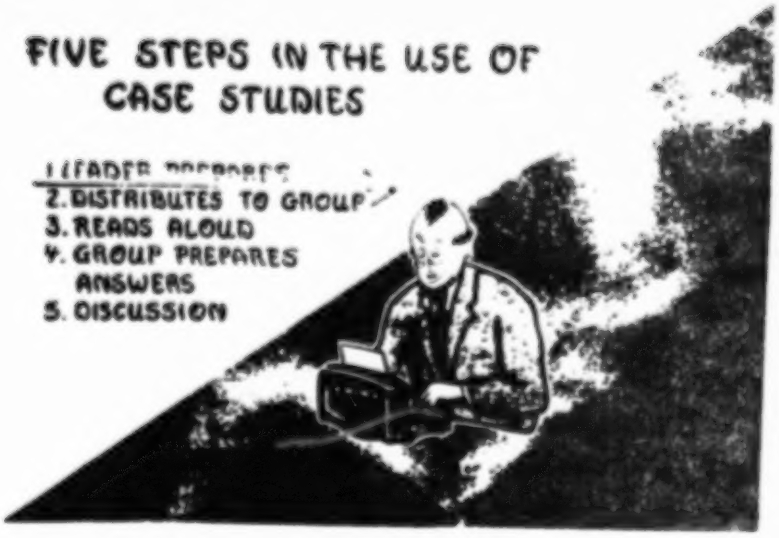

FIVE STEPS IN THE USE OF CASE STUDIES
1. LEADER PREPARES
2. DISTRIBUTES TO GROUP
3. READS ALOUD
4. GROUP PREPARES ANSWERS
5. DISCUSSION

Figure 53

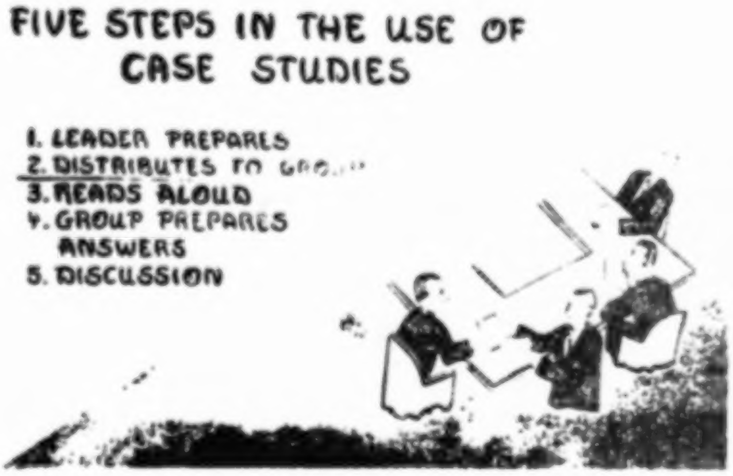

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Figure 54

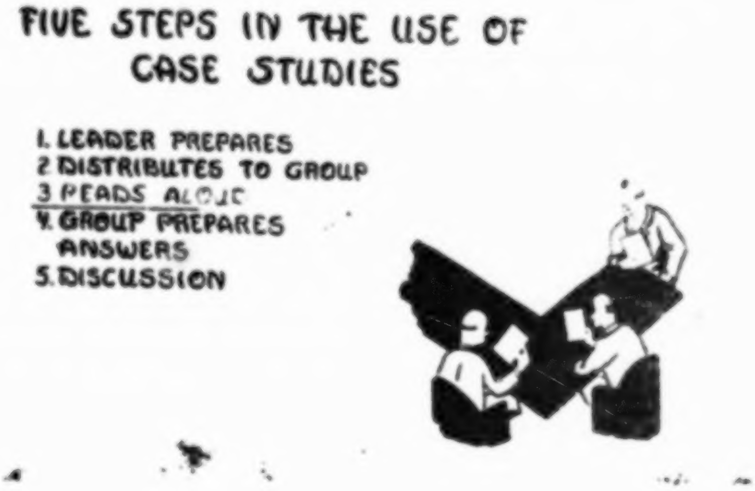
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Figure 55

Case material is designed to provoke thinking; to establish in a person's mind an understanding that, while there may be no one perfect answer to a problem, the proper mental approach to the problem uncovers alternative answers which can be accepted or rejected on the basis of reasoned judgment. The development of this skill in supervision is important because it can be applied to any problem--technical or human. As a contingent benefit, the effort put forth in "working" a case helps to entrench the principles of the specific subject at hand firmly in the mind because the principles must be translated into practical action before an acceptable solution can be reached.

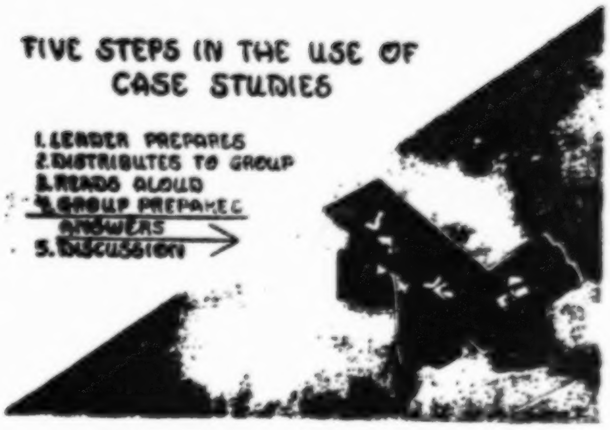
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Figure 56

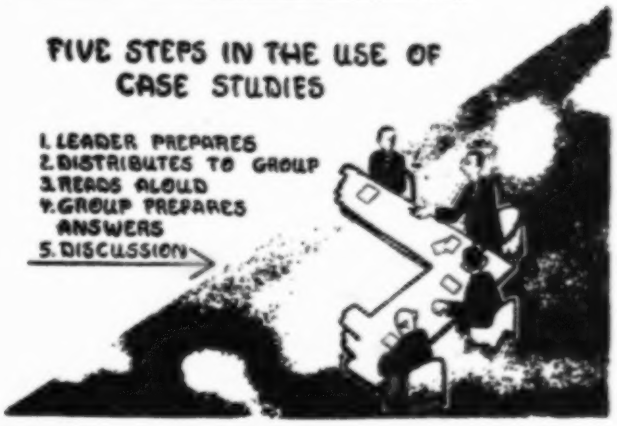
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Figure 57

Case material can be gathered almost anywhere on any subject. The key to success in its use lies with the uses. Even the most simple case can be made challenging and instructive by a leader who displays imagination in developing with the group the motivations, actions, and reactions involved and who, through his handling of the discussion, compels each member to relive the case as a personal experience for which he is accountable. Such a leader takes out of the case discussion the "Monday morning quarterbacking" and "playing God" aspects which can so easily creep in. He explores not only what can be done and why it can be done, but more important, how it can be done. He uses his group effectively to challenge the pat answer; he flavors the discussion with impromptu role playing to test answers; he works the group with all the ingenuity he can command.

The collection of cases in this book gathered from the petroleum industry may be of use to you. Do not be misled by the apparent simplicity of some of them. Each represents a real-life situation worthy of exploration. They can be only as helpful to you as you make them. Used improperly, they will neither interest your people nor advance skill or knowledge. Used properly, they should represent a challenging means of changing attitudes and developing skills.

Definition

The case method is a technique used in training people, which provides for penetrating discussions of realistic situations.

Objectives of the Case Method

The objectives of the case method are:

1. To provide for the active participant a series of experiences which may have the cumulative effect of improving that individual's ability and capacity to think, to understand, to express himself clearly, to react sensibly and usefully.

2. To have greater insight on evolving situations.

3. To improve in judgment and attitude.

4. To tolerate others with good grace. It can also be used as an aid in solving existing problems as they actually occur at any time. An intrinsic value of this technique is that it tends to increase the individual's capacity to work effectively with others and to qualify for more responsibility.

Processes Involved in the Case Method

Some of the processes involved in the case method are:

1. Presentation of a situation which has occured.

2. Definition of the problems involved, if any.

3. Arrangement of facts and skills affecting these problems.

4. Suggesting, expanding, and testing the practicability of the solutions that are presented.

5. Extension of the solutions of the particular situation into a form of knowledge which will assist in the solution of other situations with similar characteristics.

Principles of the Case Method

Some of the principles of the case method are:

1. Avoid using the technique if the philosophy of management is not congruent with the over-all plan or probable outcome of the case situations to be discussed.

2. Present an actual situation, in print, by role playing, dramatization, film, etc., that is sufficiently involved to challenge the thinking of the group.

3. Provide the opportunity for individuals in the group to ask questions or to express themselves as to the facts, half facts, premises, assumptions, opinions, etc.

4. Provide an atmosphere conducive to thinking and acting responsibly and to projecting oneself into many successive interactions created by the running critique by participants and subsequently transferring the ideas to new problems.

5. Avoid forcing group decisions toward preconceived conclusions. Each individual should be concerned with his own independent judgment or understanding of some specific means for disposing of the situation at hand.

6. Foster group productivity of answers to difficult situations.

Job of the Case Leader

Learning is affected by the efforts of the leader as well as by the material used in the study. In using the case method the leader:

1. Prepares or selects the case material and selects the appropriate method for presentation to the group.

2. Orients the group on the case procedure.

3. Should have belief (confidence) in people's ability to meet situations and work out problems.

4. Establishes mutual trust and respect.

5. Sees to it that the members of the group are completely at ease and are free of any artificial restraint.

6. Appears at ease, avoids being the center of discussion, and thinks a little ahead of the group; expects anything to happen and is prepared for it.

7. Is patient and allows full time for individuals to think their problems through for themselves.

8. Avoids forcing a diagnosis on the group.

9. Is alert to handle promptly discussions of generalities, irrelevancies, and negative attitudes on the part of individuals or the group.

10. Is alert to thoughts dealing with meanings as well as things; senses individual responses as to facts, generations, opinions; is alert to things as they might be, things as one would like them to be, and things as they really are, and watches group reaction with the idea of encouraging group reappraisal of contributions; keeps over-all viewpoint of problem in mind.

11. Prepares a list of questions for personal use for as many situations as can be anticipated. These should be reflective-type questions.

12. Handles diplomatically all expressions of attitudes and tensions, whatever they may be or however expressed.

13. Acts as a resource for facts, when necessary. Stays in background. (The leader is not a consultant with solutions, formulas, answers, etc.)

14. Listens intently for facts and expressions of feelings, passiveness, frustration, confusion, inability to think as individuals, etc., and takes steps to overcome such situations.

Physical Conditions for Case Discussion

Some desirable physical conditions for case discussion are:

1. A group (12-30) composed of individuals with a background of experience suitable for the type of problem under discussion.

2. A quiet, comfortable conference room in pleasant surroundings, free from outside interruptions or distractions.

3. Note pads, blackboard, visual aids, etc., which participants may need to discuss or record certain points.

Suggestions for the Case Leader

Some helpful suggestions for the case leader are:

1. Select a case that will be challenging to the group but not unrealistic in the light of their experience.

2. Become familiar with as many aspects of the case as possible, which can be anticipated by reading and discussion.

3. Learn the case-method technique before experimenting with fellow employees. It is better to be short on information and long on leader's technique--poor results will more than likely be the fault of the leader. If in doubt, employ an outside specialist for the initial phases of the program.

4. Be certain management realizes the rate at which results can be obtained and evaluated by this method.

5. Take steps to acquaint each participant individually or as a group with the over-all plan, purpose, etc., in advance of the first session, if it is considered advisable.

6. Generally speaking, groups should be composed of men who rank about equally in the organization and who have common problems.

7. Do not lead the group to believe that answers to one situation can always be applied to other situations. The group should be learning to deal with changes and the unpredictable future.

8. Emphasize that the methods for achieving conclusions should be practiced in day-to-day job situations.

Limitations of the Case Method

Some limitations of the case method are:

1. Requires a well-trained leader.

2. Is a long, slow process involving a series of sessions over an extended period of time.

3. Group may become discouraged before benefits can be recognized; it takes time, good leadership, and good management to pull program through to successful conclusion.

4. Participants may not prepare themselves before the session starts, even when advance material is furnished.

5. Individuals may take a negative attitude as a result of prejudice.

6. Unless properly handled, the discussion may resolve itself into nothing more than a debate or an exchange of opinions.

7. The multiplicity of ideas may not be covered as a result of time limitations for each session or for the series.

8. Participants may take on an arbitrary or unrealistic role.

9. Free thinking and discussion may lead to the embarrassment of individuals during or outside the session.

10. The limitation as to the experience, knowledge, judgment, and skill of the group."

EXAMPLE
CASE NO. 41*

George was employed as an operator in Plant A where he had given fairly satisfactory service. He was considered for advancement as time went on. Plant A was taken off three-shift operations and George was assigned to Plant B. After a few days, George told his foreman he could not work in Plant B, because of antimony and acid fumes.

It had been the policy that when a man's physical condition was deemed by the medical department as such that fumes would bother him a transfer was arranged. Accordingly, George was instructed to report to the doctor for examination. The physician reported he could find no evidence of allergy or other conditions which would preclude George's employment in Plant B. George claimed the company doctor didn't know what he was talking about, so he was sent to two other doctors, one of whom was a specialist not on the company's panel. These men confirmed the plant doctor's decision. George was then told to report to his regular job.

After two or three days George stated he could not continue working in Plant B, and so three other jobs outside his own department were offered to him. He refused to accept these transfers on the grounds that they paid less money and that he would lose his departmental seniority. Thereupon, George was ordered to go back to his job in Plant B.

During the next several shifts, he created considerable confusion among his fellow workers, some of whom sympathized with him while others did not. On one of these nights George's foreman found him having spasms and in a hysterical state. The foreman called the safety engineer who took the man to the hospital. On arrival there, George was normal and the examining physician could find nothing wrong. Similar episodes were repeated.

What would you have done about George's case?

EXAMPLE
CASE NO. 54*

Mary Hall holds the position of accounts receivable clerk. She is 55 years of age, single, and has about 25 years service with the company. Of these 25 years, Mary has spent 15 of them in the Accounts Receivable Department.

Other members of the department consist of the department supervisor, a man 40 years of age with 15 years' service, six months of which has been as Accounts Receivable Department Supervisor, and four girls ranging in age from 18 to 24 years who hold positions as accounts receivable clerks the same as Mary Hall.

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*100 Case Problems, American Petroleum Institute, Division of Refining, 50 West 50th Street, New York 20, New York.

The Personnel Department advised the office manager and the department supervisor recently that there was excessive turn-over among the girls in the Accounts Receivable Department--of the four girls, three had been employed within one year's time to replace those who resigned--and that there were indications of discontent and friction. Careful consideration of this problem revealed that one of Mary Hall's duties was to check the work of the other girls for completeness and accuracy and she was causing hard feelings by being stern and critical with the girls when they made errors. It was discovered that two of the girls had felt very bad recently after Mary scolded them about mistakes in their work. Also, it was discovered that Mary tried to give the impression that she was running the department. She would frequently comment to the other girls that she had been around longer and knew more about the department's work than the supervisor did.

In explaining this problem situation, the department supervisor said that Mary had been quite uncooperative ever since he took over as department supervisor. She seemed to resent the fact that he was supervisor of the department whereas she knew all the minute details of the department's work better than he did. He stated that Mary was a very conscientious, sincere worker and he could always depend on her for accuracy; however, her desire for accuracy and perfection made her a rigid taskmaster on the other girls.

In the short time he had been in the department, the supervisor had taken no definite steps to remedy the situation and restore harmony in the department.

Put Yourself In The Department Supervisor's Place.
What Would You Do About This Problem?

(Check (✓) the courses of action which you would take. Leave blank those you would not take. For those checked, make two check marks, one on each side of the dotted line. After you finish you will then have a set of check (✓) marks on the right margin to tear off and pass to your discussion leader.)

1. Attempt to get Mary Hall transferred to another department . . . . ._____ _____

2. Have a private talk with Mary to find out her feeling about her work . . . . ._____ _____

3. Call a meeting of Mary and the other girls and settle the difficulties on the spot . . . . . ._____ _____

4. Wait until the next time Mary scolds one of the girls and then accuse her of being a trouble-maker and tell her to stop it . . . . ._____ _____

5. Find out if Mary has the best interest of the department at heart . . . . ._____ _____

6. Tell Mary that any mistakes in the girl's work are to be referred to you, as supervisor . . . _____ _____

7. Tell Mary that she has been insubordinate and that you will not tolerate it . . . . _____ _____

8. Set up a departmental goal of achievement and explain it to Mary and the other girls . . . . _____ _____

9. Tell the Personnel Department that this is an employee relations matter which they should handle . . . . _____ _____

10. Try to sell Mary on the idea that her interests and your interests are the same*. . . . . _____ _____

Brain Storming

How To Use the Group Brain Storming Technique:

What is it?

A technique in creating thinking in which group members storm a problem with their brains. Optimum number--10-12, half core group, other half inexperienced in brain storming technique

What are its objectives?

To get new ideas.
To release individual potentialities in thinking up ideas.
To change attitudes toward ideas of others.

What are the four basic rules?

1. Judicial judgment is ruled out.
2. Free wheeling is welcomed.
3. Quantity is wanted.
4. Combination and improvement are sought.

In what ways can ideas be thought up?

Suggest other uses
Adapt
Modify
Magnify
Minify
Substitute
Rearrange
Reverse
Combine

What is the order of procedure?

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*100 Case Problems, American Petroleum Institute, Division of Refining, 50 West 50th Street, New York 20, New York.

1. The chairman states the problem.
2. Group members offer suggestions one at a time.
3. The idea collector records and numbers suggestions.
4. The chairman stimulates production of ideas and rings a bell when any member offers a criticism.
5. The chairman closes the discussion when ideas run out.

What must the chairman do in preparation for the session?

1. Select a suitable problem.
2. State the problem.
3. Think through ideas to stimulate discussion.

Lecture:

The lecture method is well known to us; however, many lose sight of its value in supervisory personnel development programs. There is no reason why the lecture method cannot be employed in training new supervisors since you are dealing with persons without supervisory experience, or in presenting informational topics to all supervisors.

Typical Program Content:

You can readily understand from the methods suitable for supervisory personnel development that it is difficult to set down in black and white what program content is possible. However, it is possible to indicate some typical subject areas.

COMMUNICATIONS

Business Letter Writing: 14 to 26 Hours

Objective: To improve the content, quality and effectiveness of business letters.

Conference Leadership: 40 Hours

Objective: To develop competence in leading training session using the conference method. To become acquainted with other methods and techniques of industrial training.

Developmental Reading: 30 Hours

Objective: To improve reading, speed, comprehension, and build vocabulary.

The Extemporaneous Talk: 14 Hours

Objective: To develop the ability to organize, prepare for and present an extemporaneous speech.

Group Meeting Techniques 12 Hours

Objectives: To gain information and practice in planning and conducting various types of meetings.

Listening - For Industrial Supervisors: 18 Hours

Objective: To develop an awareness of the importance of Listening. To develop skill in Listening

Report Writing: 20 Hours

Objectives: To improve the quality of written reports.

HUMAN RELATIONS

Understanding Human Nature at Work: 12 Hours

Objective: To acquire a knowledge of basic psychological principles and study their application in an industrial context.

Case Studies - Planning, Organizing, etc. 10 to 20 Hours

Objective: To study human nature in the Industrial situation. To improve decision making. To acquire current useful generalizatio

INDUSTRIAL RELATIONS

Industrial Relations, an Introduction: 16 Hours

Objectives: To acquire that body of knowledge which underlies and affects many aspects of the Supervisor's daily tasks, in a labor contract industry.

Pigors Incident Process - Industrial and Government Cases: 26 Hours

Objective: To practice obtaining pertinent facts surrounding a case which has been submitted for arbitration. To play the role of arbitrator and compare decision with the arbitrator's decision.

SAFETY

A Basic Safety Course: 24 Hours

Objective: To provide an overview of the Supervisor's role in an Industrial Safety program.

Communications for Safety: 8 Hours

Objective: To emphasize the important relationship between communication and safety.

Human Factors in Safety: 12 Hours

Objective: To develop a better understanding of Human Relations (basic psychology) and its relationship to safety.

Industrial Housekeeping: 10 Hours

Objective: To create greater industrial efficiency and safety through improved housekeeping habits and practices.

Safety Management for Foremen: 20 Hours

Objective: To develop interest in a Safety program. To develop safety knowledge and training ability. To show the relationship between a good safety program and increased production.

SUPERVISION

Introduction to Management: 10 Hours

Objective: To provide a body of broad, useful knowledge about industry for the inexperienced or untrained industrial supervisor.

Basic Supervision: 16 Hours

Objective: To acquaint the supervisor with the scope of his responsibilities, through directed conferences based on his own experiences.

Interviewing Techniques: 16 Hours
Objective: To improve the Supervisor's skill in interviewing.

Job Instruction Training: 12 Hours
Objective: To train supervisors to teach a job to a worker.

Local Supervisor Series: 20 Hours
Objective: To "Problem Solve" timely topics of special interest.

Quality Control: 10 Hours
Objective: To point up the Supervisor's responsibility for quality control. To identify those variables encountered in the manufacturing process. To develop and apply techniques which will improve quality by controlling those variables.

Work Simplification: 14 Hours
Objective: To develop within the Supervisor techniques for simplifying work, and to apply them to specific situations.

MISCELLANEOUS

Economics: 12 Hours
Objective: To acquire a better understanding of the American business system. To understand the role of our company in the Economy.

Public Relations: 10 Hours
Objective: To gain a better understanding of Public Relations and its relationship to an organization. To define the organization's specific Public Relations. To outline specific ways a Supervisor may improve Public Relations.

You recognize that some of these areas might normally be called "canned programs." You may use both canned and tailored programs for a particular industry.

Who are your prospects?

You have within your vocational school areas two types of industries. Those large industries which have their own training departments doing all kinds of training including supervisory training. For those companies it is possible that you will be able to aid and assist them in special areas of supervisory training. The other types of industries are smaller industries without training departments for which you can be of more complete service. Supervisors are not only found in large and small industrial organizations but also in various state agencies and military installations. The several branches of military service have done a great deal of work in supervisory personnel development, particularly the Air Force. Evidence of this is the large number of government publications available from the U. S. Government Printing Office. Municipalities and hospitals are other possibilities for this service. Supervisory personnel development work is not limited only to large industries.

How To Make Contacts:

How do you go about approaching industry with this service?

First - Probably the first thing you need do is determine within the industry who the person is that can answer yes or no regarding supervisory training. There are some large industries which are theoretically decentralized, but when faced with a decision like this they must send off to New York or somewhere else for the answer. This key person may be the personnel officer, the president, vice-president, training officer or industrial relations officer.

Second - You need to phone that person for an appointment. Dignify your contact by an appointment. Then this key man will have set aside time to talk with you; he will be expecting you and also to talk about supervisory training.

Third - Keep the appointment and have something to show--some evidence of your services or the services of other schools, or a brochure. Be prepared to leave these without receiving a final commitment on the first visit. People in modern industry know what supervisory personnel development is. The more of the "language of industrial training" you have the better able you are to talk it. As a part of the third step, prepare yourself to make a commitment with company, particularly with small industries. They are ready and anxious to get a program started. You must know who in your organization is to lead the conference, know that they are qualified, trained, and can be committed to a schedule. It may be that you can offer a large or only a limited variety of subject areas to industry because of lack of training of your own personnel. You may have elected to tailor the program to the industry's needs and want to arrange a planning conference with some of their supervisory personnel to determine content.

Fourth - Assuming that you are to conduct some program, your next step is to discuss the mechanics of the program. Where is it going to be held? on whose time? how will the company go about selecting participants, a suitable room, etc.? If the first appointment did not result in a program, follow up a week later. If a program is developing, contact the key person by letter or phone; keep him informed as to the developments if the initiative is in your hands.

As a final step, sometime during the program you may want to plan a final session. Frequently companies will hold a dinner party or something at the end of the program. Plan this cooperatively with the company.

The company may invite you and your conference leader to visit the plant prior to the program. You will, of course, readily accept such an invitation.

Your planning for a program will include the giving of certificates.

It is interesting to note that the State of California offers through their community colleges, an associate degree in supervision. The associate degree is obtained after having successfully completed certain specified subject areas in supervisory training.

Help?

There are some local chapters of national organizations which are helpful in promoting supervisory training. One of these is the "Supervisors Club." Some of our larger cities in Louisiana have Supervisors Clubs sponsored by the YMCA. Another which has local chapters is the American Society of Training Directors (ASTD). Another National organization with local chapters is the American Society of Safety Engineers. They are interested in supervisory personnel development particularly in the areas of safety. Another organization which might be helpful is the Society for the Advancement of Management (SAM). Another, the American Petroleum Institute (API). The Gulf Coast Training Committee of the API is active in this state among oil refineries. There are many service clubs interested in this type of training, Kiwanis Club, Chamber of Commerce, etc. There may be other organizations known as "personnel councils." Since training is a personnel function, they would be concerned with training.

Call Staff and Its Development:

What is meant by the term "Call Staff"?

It is recognized that the area school may not have sufficient trained personnel within its staff to conduct supervisory personnel development programs for industry. Therefore, it may be necessary for the school to train a staff of people (outside their immediate staff) in conference leading so that they may be hired by the school to conduct these programs for industry, possibly within their own industry or other industries within the school area. When these people are trained they constitute a staff subject to call--"Call Staff." These people generally come from industry, they are people with industrial backgrounds, who are trained by the vocational school and later used by the school in their supervisory personnel development programs for Industry.

Executive Development:

The terms executive development, management development, and supervisory personnel development are often interchangeable depending on the administration level of the personnel concerned and the users choice of words. The term, executive development, usually refers to those programs on a higher plane, involving executive personnel within the company. There are at least three things which distinguish these programs from what we normally term supervisory personnel development. One distinction is content. Content for an executive development program might be data integrating processes, work simplification, etc. Secondly, these programs are distinguished by the participants, usually the top echelons of management. Third, these programs may be distinguished by the sponsoring organization. They are frequently sponsored and conducted by major colleges, universities, and by organizations such as the American Management Association. Another term rather loosely used is the seminar. Someone once said that first line supervisors go to conferences while top management attends seminars. The word seminar, however, denotes a higher professional approach involving research, etc.

CHAPTER VII

The Forty Hour Workshop

It is assumed in the 40-hour workshop that you have participants for one week, five 8-hr. days in which to cover this material and practice sessions.

It is necessary that you convey to the participants in a 40-hr. workshop, and in any other use of this material, the idea of "Gut Level" training. By "Gut Level" training we mean simply that you need to have the participants understand that they are being critized for their technique for their own good--that you are giving it to them straight from the shoulder, both good and bad, with the aim of helping them and is not being done with the idea of hurting their feelings. That is "Gut Level" training.

This material as written is to be presented by lecture with discussions and demonstrations to the participants. This informational phase should be given as rapidly as they can absorb it, moving as quickly as possible to practice sessions. You must select practice sessions conference titles. There are two schools of thought with regard to the selection of topics. It may be that you will want to use subjects with which they are already familiar. Let's assume for a moment that this is a group of trade and industrial education teachers who are participants in this workshop. Obviously if you dealt with subjects on teaching of trade and industrial education these people would have this background and thus you should have a good conference situation for practice session. On the other hand when they conduct real conferences for industry, they will be conducting them on titles with little to do with teaching trade and industrial education. It is better to select titles as they would appear in supervisory training, to be realistic, and possibly learn typical content.

In preparing for this workshop it would be well worthwhile to have participants read at least one book in supervisory training, for example, the book entitled, "Elements of Supervision," by Spriegel and Schulz, published by John Wiley and Sons. They would become better participants in practice sessions. A list of suggested conference titles are included in the appendix.

If you are to accomplish the desired results in a 40-hr. workshop, you must be concerned about time scheduling. It is possible, even in 40 hrs., to run short of time for practice sessions. A timing device as used in typing speed tests is helpful.

Evaluation:

You will want to evaluate the 40-hr. workshop. Evaluation may fall under two categories, long run and short run. Evaluation in terms of programs conducted by participants at the local level is long-term evaluation and cannot take place at this time. The only evaluation which can take place at this time is an evaluation of the workshop and the success of participants in the practice session. You may want to divide the responsibilities of evaluation into a number of phases. It would be well to have some two or three people helping in the evaluation. You may elect to have one assistant for charting participation, one for evaluating content, and another for evaluating conference procedure and conduct of the leader. First, at the close of a practice session allow each participant to self-evaluate. The total workshop may be evaluated by a consultant who has watched the whole process or by the participants who will offer much constructive criticism.

In conducting a 40-hr. workshop, you should give participants an opportunity to write reports. Remember that report writing is also a part of conference leading. It has been suggested that in the practice sessions, require participants to write a conference report so that he gets the whole picture, the planning, the preparation of the outline, the conducting of the conference, and writing of reports. This is a way to get report writing involved in the whole process of learning to conduct conferences.

In presenting the informational phase of this workshop, it might be advisable to draw on outside help for the presenting of this material, and first-hand experiences of successful conference leaders.

In planning the 40-hr. workshop, you want to have some visual aids available. A list is furnished here in the appendix.

You also want to have available if possible, a display of references and magazines.

As a visual aid on this subject of conference leading there is a 16 MM film entitled, "All I Need Is A Conference" produced by the General Electric Corporation, available on a loan basis from the Capitol Area Vocational School in Baton Rouge, Louisiana.

Another problem confronting you in the use of this material is the question of "where should I conduct a demonstration conference, at the beginning or end or elsewhere?" Some think that it might be best to give the demonstration conference at the very beginning of the workshop. Others feel that it will be better to give it at some other time. Possibly the best place for the demonstration will be immediately after you have presented the information. If you conduct a demonstration conference in the beginning, the participants will not know what to look for. Any one demonstration is not likely to involve all the situations a conference leader is likely to encounter.

To obtain variety, it is desirable to use a panel or symposium to present some informational content. You want to have available a surplus stock of materials so that participants may have a complete book, taking care of any loss of material during the workshop.

In the practice sessions, you as the teacher may elect to prompt the participant in his first practice session. Merely indicate to the group that you are to stand there for the purpose of assisting him, asking that they ignore you and what you say.

Another technique for adding variety to your workshop is the round robin conference. In this, you start with a subject and conference outline. You call one man to start the conference; at a suitable point after about 10 minutes, you call on another person, etc.

Another idea which adds some interest and zest to the workshop is to have a reversing of procedure. Have one of the participants try to do everything wrong, make every mistake possible with a straight face. This is an interesting situation. Allow participants to criticize this leader, and you will find that they will not be severe at all in their criticism even though they know he has made lots of mistakes. It points out to participants the degree of loyalty which develops within a conference situation.

When participants have been assigned topics for presentation the next day, they should also be given two or three sheets of chart paper to prepare their charted objectives and first question in advance. This will speed-up the process of practice conferences.

APPENDIX

REFERENCES

"Conference Leadership", Department of the Air Force, Manual No. 50-8

"Special Training Available for Leaders on Conduct of Foremanship Training Conferences", American Petroleum Institute (API Bul. V-3), issued by the Division of Production, American Petroleum Institute, Dallas, Texas.

"Conference Leadership", Esso Standard Oil Company, 15 West 51st. Street, New York 19, New York.

"Making Conference Programs Work", M. F. Stigers, McGraw Hill Book Company, Incorporated.

"Guide to Conference Leading", University of Texas, Division of Extension, Austin, Texas.

"Conference Leader Training", University of Texas, Division of Extension, Austin, Texas.

"Conference Leader Training", California State Department of Education, Sacramento, California.

"Conference Leadership", Office of Industrial Resources, International Corporation Administration, Washington 25, D. C., represented by the U. S. Department of Health, Education, and Welfare, Office of Education.

"Conference Leaders Manual", National Foreman's Institute, New London, Connecticut.

"Conference Leadership Training for Supervisory Personnel", Leaders Manual, Division of Vocational Education, State Department of Education, Columbus 15, Ohio.

"Techniques of Conference Leadership," Studies in Personnel Policy, Number 77, National Industrial Conference Board, Incorporation, 247 Park Avenue, New York 17, New York.

Technical Bulletin Number 21, "Conference Leadership Training", Office of Industrial Resources, International Corporation Administration, Distributed in U. S. by U. S. Office of Education.

VISUAL AIDS

Sound Slide Films:

From: Rocket Pictures Inc., Hollywood, California
"Supervisor Training On Human Relations"

1. The Supervisors Job
2. Interpreting Company Policies
3. The Supervisor as a representation
4. Induction and Job Instruction
5. Handling Grievances
6. Maintaining Discipline
7. Promotion, Transfer and Training for Responsibility
8. Promoting Cooperation

A series of eight sound-slide films and records - with conference outlines ----- Cost - App. $300.00

From: U. S. Government Film Department, United World Films, Inc.
1445 Park Avenue, New York 29, New York.

A NEW SUPERVISOR TAKES A LOOK AT HIS JOB
OE 150 *13 min.* *$28.32*
A machine tool operator is made a group leader and his plant superintendent explains to him, through dramatized illustrations, the meaning of working with people instead of machines.

INTRODUCING THE NEW WORKER TO HIS JOB
OE 154 *16 min.* *$33.46*
Dramatization of how not to orient a new employee and get him started on his job; then by contrast, what should have been done.

SUPERVISING WOMEN WORKERS
OE 158 *11 min.* *$25.73*
A plant manager advises a foreman to remember that women workers haven't the same industrial experience as men and very often have more home responsibilities; and to take these facts into account in his supervision.

PLANNING AND LAYING OUT WORK

OE 151 10 min. $24.89

A plant supervisor talks to his son, who has built a boat in the basement too large to go through the door, about the necessity for planning a job in advance; and recounts several illustrative experiences at the plant.

MAINTAINING GOOD WORKING CONDITIONS

OE 152 9 min. $23.14

Two supervisors describe specific ways, dramatically re-enacted, which they used in improving working conditions.

WORKING WITH OTHER SUPERVISORS

OE 153 8 min. $21.46

Shows how a supervisor fails because he does not recognize the importance of working harmoniously with other people, particularly with his fellow supervisors.

INSTRUCTING THE WORKER ON THE JOB

OE 155 14 min. $30.85

Dramatization of how not to instruct a new worker and the results of poor on-the-job instruction; in contrast, how such instruction should be done.

PLACING THE RIGHT MAN ON THE JOB

OE 156 13 min. $28.32

Dramatized cases of five different workers, unsatisfactory in particular jobs, who are reassigned to other jobs more suitable to their abilities and capacities.

SUPERVISING WORKERS ON THE JOB

OE 157 10 min. $24.89

Dramatized incidents illustrating good and poor methods of supervision, including the necessity for obtaining the confidence of workers and the dangers of "snoopervising."

MAINTAINING WORKERS' INTEREST

OE 159 13 min. $28.32

Dramatized instances of employees doing poor work because their jobs do not interest them, and what the supervisor should do to detect and remedy such situations.

EVERY MINUTE COUNTS

OE 161 10 min. $24.89

Problems of a new supervisor in handling lateness, loafing, and absenteeism; and how he learns to deal with individual cases.

IMPROVING THE JOB

OE 163 9 min. $24.01

A supervisor asks an employee for work-improvement suggestions; the employee talks the problem over with his father and sister, obtains their advice, and makes some worthwhile suggestions.

MAINTAINING QUALITY STANDARDS

OE 164 10 min. $24.89

A supervisor learns that quality as well as quantity production is necessary, and how such quality standards can be achieved and maintained.

EMPLOYING BLIND WORKERS IN INDUSTRY

OE 165 17 min. $34.30

Actual instances of blind workers performing jobs in industry; types of work which can be done by blind persons; role of employment specialists in placing and training blind workers.

INSTRUCTING THE BLIND WORKER ON THE JOB

OE 166 17 min. $34.30

How a supervisor trains a blind worker to operate a drill press.

USING VISUAL AIDS IN TRAINING

OE 167 14 min. $30.85

An instructor, teaching his class the use of the micrometer, follows a carefully planned procedure involving the use of a training motion picture, a coordinated filmstrip, and an instructor's manual.

THE SUPERVISOR AS A LEADER, PART 1

OE 168 14 min. $30.85

Four dramatized episodes illustrating poor supervisory practices and the importance of the following rules: Always keep promises. Never take credit for someone else's work. Don't pass the buck. Don't play favorites.

THE SUPERVISOR AS A LEADER, PART 2

OE 169 13 min. $28.32

Four more dramatized instances of poor supervision leading to the following generalizations: Be a leader not an authoritarian. Show appreciation for a job well done. Do not become angry. Protect the rights and feelings of workers.

EMPLOYING DISABLED WORKERS IN INDUSTRY

OE 399 20 min. $38.59

Illustrative examples of disabled workers handling skilled industrial jobs—one-handed milking machine operator, one-handed machinist, one-armed electric welder, one-handed watch repairman, poliomyelitis-crippled jewelry maker, one-handed secretary.

INSTRUCTING THE DISABLED WORKER ON THE JOB

OE 400 14 min. $30.85

Dramatized instances of poor and good instruction of disabled workers, and how in the latter case, a one-armed worker learns successfully to operate a drill press.

ESTABLISHING WORKING RELATIONS FOR THE DISABLED WORKER

OE 401 14 min. $30.85

Dramatized case study of workers being overly solicitous of a new one-handed lathe operator, of his resentment at being considered a "freak," and of the supervisor's successful handling of the situation.

SAFETY IN THE SHOP

OE 481 12 min. $27.46

Dramatizes three typical shop accidents and shows how poor supervision or inadequate training may have been the real cause behind these "accidents."

Sound Slide Films (with records) App. $5.00 each
- The Job Breakdown
- Job Analysis
- Stop, Look and Listen
- Kindly Give it Your Personal Attention
- Spotting Immediate Training Needs

From: McGraw-Hill Book Co., Inc.
330 West 42nd Street
New York 36, New York

Attention Text-Film Department

HUMAN RELATIONS IN SUPERVISION SERIES

24 Sound filmstrips produced by General Personnel Department of Armstrong Cork Company. College, industrial, supervisory training, adult. Each filmstrip, $4.50. Each record (12", 33⅓ rpm, 2 sides), $8.00. Series with Leader's Guide, $185.

1 Mary Benson (Insubordination) 31 f.
2 Difference of Opinion (Among Supervisors) 12 f.
3 Independent Sadie (Insubordination) 17 f.
4 Tom, Dick and Harry (Speed-Up Claimed by Union) 17 f.
5 Paul Steele (Insubordination Backed by Union) 33 f.
6 Joe and Bob (Poor Cooperation between Supervisors) 16 f.
7 Alice, Jane and Agnes (Work Assignments) 14 f.
8 Al Miller (Practical Joker) 18 f.
9 Harry Carey (Supervisory Responsibility) 19 f.
10 George Gray (Disgruntled, Insubordinate Employee) 25 f.
11 Lefty Laws (Incompetent Employee) 21 f.
12 Sarah Blake (Tardy Employee) 25 f.
13 John Beaver (Tardy Supervisor) 14 f.
14 Abbie Swartz (Conflicting Orders on Rules Enforcement) 23 f.
15 Tessie Teller (Slowdown Ordered by Union) 14 f.
16 Dewey Jones (Poor Leadership) 18 f.
17 Frances Moore (Interdepartmental Assistance) 15 f.
18 Bob Smith (Poor Work Habits) 21 f.
19 Jake Diller (Physically Handicapped) 20 f.
20 Three Calendeers (Boondoggling) 17 f.
21 Emma Trimble (Training for Flexibility) 22 f.
22 Jerry Cooper (A.W.O.L.) 24 f.
23 Jim Halsey (Violation of Safety Rules) 13 f.
24 Mike and Bill (Friction between Employees) 17 f.

SUPERVISORY PROBLEMS IN THE OFFICE

12 Sound filmstrips in two sets produced in cooperation with the National Office Management Association. College, industrial, adult. Running time approximately 11 minutes each filmstrip.

Set one—6 filmstrips, 3 records and Leader's Guide, $80.00. Each filmstrip $8.50, each record (12", 33⅓ rpm, 2 sides), $12.50.

Understanding Employee Viewpoint
Error-Correction Talk
Motivating the Long-Service Employee
Orientation and Induction
Combating Job Monotony
Excessive Supervision

Set two—6 color filmstrips, 3 records and Leader's Guide, $125.00. (Note: Sold as a complete set only.)

The Corrective Guidance Talk
Developing Team Spirit
Easing a Disappointment
Making Compliments Count
Overcoming Resistance to New Methods
Rating Employee Performance

ECONOMICS SERIES

10 filmstrips in 2 sets correlated with Samuelson: ECONOMICS: AN INTRODUCTORY ANALYSIS. College, adult. Each filmstrip, $6.00.

Set one—$27.50.

Basic Economic Concepts 40 f.
National Income, Pt. I 36 f.
National Income, Pt. II 36 f.
Saving and Investment 47 f.
Money, Prices and Interest 44 f.

Set two—$27.50.

Banking and Monetary Control 37 f.
International Trade 36 f.
Business Cycles and Fiscal Policy 36
Supply and Demand 34 f.
Profit and Cost Equilibrium 44 f.

From: National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

"SAFETY MANAGEMENT FOR FOREMEN"

Ten 35mm sound slidefilms with Leader's Manual . . . designed to make your foremen the sparkplugs of your safety program. The set is packed in a sturdy leatherette carrying case. Running time of each film is 20 minutes.

1. FOLLOW THE LEADER
Gives a step-by-step description of how a safety program is organized--assigning safety responsibility, analyzing accident records, holding safety meetings, inspecting, guarding machinery, training employees.

2. CAUSE AND CURE
Shows how to analyze an accident to determine its real causes. The film covers ten unsafe acts and eight unsafe conditions every foreman should be on the lookout for.

3. GUARD DUTY
Pictures effective guards for common power machines, and points out that it's up to foremen to see that these guards are kept in place.

4. SAFETY IS IN ORDER
Good housekeeping from the foreman's angle. Some points stressed are: a place for everything and insist that everything is in its place; a minimum of raw material on the floor; aisles clear; supervise piling of material; every man keeps his work area clean.

5. RIGHT DRESS
It's up to your foremen to see that each of their workers has the right dress for his job. Every foreman should be familiar with the common types of protective equipment pictured in this film.

6. DOCTOR'S ORDERS
Your workers' attitude toward first aid depends on your foremen ... sells them on the importance and value of prompt first aid. It also discusses the value of regular physical examinations, and accident reports for every first aid case.

7. BRAIN BEATS BRAWN
Improper handling of material and how to teach your foremen to prevent these injuries--and teach them the best material handling practices--gives detailed instructions on lifting and covers other material handling hazards.

8. **STOP, LOOK AND LISTEN**
   This film pictures a safety inspection committee--shows exactly what to look for when making a plant inspection. "Stop and think about safety long enough to look for unsafe conditions, and listen to safety suggestions" is their slogan.

9. **PRINCIPLES AND INTEREST**
   To sell safety to workers, your foremen must create an active interest in the subject. Discusses ways in which this can be accomplished: posters, contests, inspections, safety meetings, awards, payroll enclosures, publicity.

10. **PRODUCTION WITH SAFETY**
    "It takes less time to prevent accidents than to have them" is the theme of this film. The accident case histories presented in the film prove the point--give specific examples of how safety increases production and cuts costs.

From: National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

"SAFETY AND THE FOREMAN"

Available in 16mm sound motion pictures, or 35mm sound filmstrips, either singly or as a complete series. Black and white; running time for each film approximately 13 minutes.

1. NO ONE ELSE CAN DO IT
   This is a strong persuader for supervisors who feel that safety is not a part of their job. In the film, a foreman who regards safety as "not his affair." is plagued by a series of accidents in his department. In anger he demands that the plant safety director do a better job of preventing accidents . . . and is given lesson after lesson showing that only the foreman can do the basic job of preventing accidents that interfere with work output; by teaching workers, watching for hazards, anticipating accident possibilities.

2. FACT FINDING, NOT FAULT FINDING
   Emphasizes that the important question is not "Whose fault was it?" but "What can we do about it?". When a bundle of pipes spill out of a crane sling and narrowly miss injuring a worker, the men are put on the carpet for their carelessness. But each man points out how his part in the near accident was the result of a chain of causes, many of which could have been eliminated by the foreman himself.

3. FORESIGHT--NOT HINDSIGHT
   A film about a foreman who strongly believes in safety. When an accident occurs in his department he follows through to find the cause and eliminate the hazard. But, as the film carefully illustrates, this "hindsight safety" while commendable, is not the real answer to accident prevention. The foreman comes to realize that foresight is better . . . that eliminating hazards before they cause accidents is the difference between real safety supervision and just a "good try."

4. WHAT THEY DON'T KNOW CAN HURT
   A lesson on the need for showing workers the right way to do a job, and for correcting them when they are wrong. A foreman, working in his home, gashes his hand with a saw. The next day, while discussing his accident with a carpenter shop foreman, he learns that he has never really understood how to use a saw properly . . . and that it was his lack of "know-how" that actually caused the accident. The carpenter shop foreman points out that many accidents charged to carelessness are really the result of insufficient knowledge and skill.

From: National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

. . . "HUMAN FACTORS IN SAFETY"

Six 35 mm sound slidefilms that show your foremen how to UNDERSTAND and USE basic human traits in building a better safety program.
Human Factors In Safety is a set of six 35mm sound slidefilms with Leader's Manual. Each film covers one important part of the complex art of handling people. They include tips on breaking in new workers, keeping experienced workers on their toes, gaining and keeping employee respect, cooperation and loyal support.
Complete set includes an attractive tan leatherette carrying case. Running time of each film is 15 minutes, except Safety Case Histories which is 30 minutes.

1. THE SECRET OF SUPERVISION
--sets the stage for the other five films. In story form, it illustrates why workers respond enthusiastically to one supervisor, while they resent and rebel against another. It explains that the films to follow show how to be boss and still be liked--the art of handling people.

2. TEACHING SAFETY ON THE JOB
--shows supervisors how to prepare and give job safety instructions. The four steps of good job training illustrated are: PREPARE--tell the worker what he has to learn and why; PRESENT--demonstrate how the job is done; APPLY--let the worker try it; TEST--spot check until the worker masters the job.

3. PEOPLE ARE ALL ALIKE
--explains that all normal people want the same things: a feeling of belonging to the crowd, recognition for good work, knowledge of what goes on, the ability to talk things over with the boss, and pride in their jobs. With the help of Ditzen's cartoons, the film shows how supervisors can satisfy these basic wants--get their men to work with them.

4. EVERYBODY'S DIFFERENT
--points out that while people have many things in common they also differ from one another in personality, ability and background. The film--a Bruce Shanks cartoon special--shows supervisors what allowances to make for these differences . . . how to handle the rough guy, the show-off, the loudmouth, the daydreamer, and the practical joker.

5. TEAMWORK FOR SAFETY
--suggests way for supervisors to make safety interesting and important to their workers. Holding stimulating meetings, encouraging suggestions from workers, using safety literature to good advantage, getting the workers to inspect for hazards . . . are some of the techniques discussed.

6. SAFETY CASE HISTORIES
--the first safety sound slide of its kind! It presents case histories of accidents that actually happened. After each, the film is stopped so the audience can discuss what caused the accident, and how it could have been prevented. This unusual way of giving the audience a chance to show what they've learned is a wonderful wind-up for a great training course.

3

From: National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

"SUPERVISING FOR SAFETY"

Three training films featuring the foreman whose fumbling, fuming, and invariably funny mis-adventures offer your foreman some sound lessons in handling their own workers. Running time is 12 minutes for each film. The series is available in either 35mm sound slidefilms or 16mm sound motion pictures. Black and white.

1. CALL 'EM ON THE CARPET
   Confronted with the problem of trying to correct some of his men, O'Grady realizes that each worker is different--each must be treated as a individual. He learns too, to "cool off" before he "sounds off"; to correct a man in private, explain the reasons for his instructions, work in a compliment when it's deserved.

2. IT'S AN ORDER
   O'Grady is having accident trouble when he receives a note from management on "how to give an order." He's indignant at this suggestion but after a series of humorous misunderstandings, O'Grady decides that there's more to giving orders than he realizes. He re-reads the instructions: say what you mean; make written orders clear; not too many orders at once; show by doing; explain why.

3. **FRAGILE--HANDLE FEELING WITH CARE**
   After studying the discontented attitudes of some of his employees, O'Grady reaches the decision that as supervisor, a really important part of his job is to consider the feelings of his employees--that workers want to know the "reasons why" for rules or changes. The supervisor must give them recognition for their ideas, take their requests into consideration, and give them an occasional pat on the back.

4 OTHER FILMS FOR YOUR FOREMAN TRAINING PROGRAM

ALL OUT FOR SAFETY
Story of what happens to supervisor O'Grady when he attends a safety conference. He learns the value of meeting with others in his field, seeing new devices and ideas which will profit him, finds out that other people have similar problems--and how they solve them. Black and white. 15 minutes. 16mm sound motion picture.

A GRAY DAY FOR O'GRADY

O'Grady learns that accidents are very much his business. The boss shows him how a couple of recent accidents tied up his time, brought production to a near standstill and spiraled his department's costs. 15 minutes. 35mm sound slidefilm or 16mm sound motion picture. Black and white.

PICK YOUR SAFETY TARGET

Shows foremen how to analyze and classify accidents, interpret facts and translate them into action. Combined cartoons and live shots. 13 minutes. 35mm sound slidefilm --color, 16mm sound motion picture --color, or black and white.

SAFETY DOESN'T HAPPEN

A film for businessmen and supervisors, of any size firm and any type of operation. Shows how accidents result in red ink by causing production lags, slowing up shipments, disrupting employee morale and efficiency. Offers clear evidence that safety is good business and smart foremanship. 16mm sound motion picture, black and white. Running time 16 minutes.

From: National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

. . ."SPEAKING OF SAFETY"

Shows your supervisors how to put across ideas, how to speak with confidence, of safety.
The series consists of six 35mm sound slidefilms and Leader's Manual packed in an attractive leatherette carrying case with two-sided records for use with either manual or automatic projectors. Running time is 13 minutes for each film.

1. **THE POWER OF SPEECH**
   An introduction of the films. It lists some of the occasions when foremen and supervisors may be called upon to give a speec , explains the difference between a formal speech and a working speech, and discusses their purposes.

2. **BUTTERFLIES IN YOUR STOMACH**
   Describes "that strange feeling that hits you the moment you stand up to talk," explains the physiological reactions that cause stage fright, and shows how to overcome it.

3. **THE KEY TO GOOD SPEAKING**
   Outlines four methods of preparing a speech, discusses the advangages and disadvantages of each, then explains which method is recommended and why. The film gives a step-by-step description of how to prepare a typical safety speech.

4. **ON YOUR FEET**
   Explains what to do physically when you get up to talk; how to stand; the purpose of moving around and how to do it effectively; what to do with your hands; where to look.

5. **NOW YOU'RE TALKING**
   Discusses the actual speech making: how loudly to talk; vocabulary, and how to phrase your ideas; your attitude--why it is important not to "talk down' to your audience . . . how friendliness, sincerity, and enthusiasm can make a successful speech.

6. **RING THE BELL**
   Shows how to hold the attention of your audience from beginning to end. It explains how to "break through the ice"; the value of demonstrations, scale models or mockups, films and still pictures, graphs, charts, and diagrams.

From: General Motors Inc. - For Rent
Obtain their Catalogue of Films

"Strange Interview" - The modern Supervisor in a dream has a strange interview with Benjamin Franklin. A very good film fitting most any part of your Supervisors Development program.

From: Henry Strauss and Co., Inc.
31 West 53rd Street
New York 19, New York

"All I need is a conference" 16MM film 30 min. Cost $105.00 This film is produced by General Electric Co. and is an excellent example of the problem solving conference. The conference leader let the audience "in on" his technique.

"The Communications Case Book" $75.00 4 short 16MM film and guide book having to do with communication

"The Inner Man Steps Out"

From: Vocafilm Corporation
369 Lexington Avenue
New York 17, New York

Two sets of 35MM Sound-Slide films
with outlines ---- $500.00 for set

" THE VOCAFILM FOREMAN TRAINING PROGRAM"

Meeting 1. Inducting The New Employee.
Film: "Off To The Right Start"

Meeting 2. Planning Job Instruction.
Film: "There's A Job To Be Done"

Meeting 3. Job Instruction.
Film: "One Step At A Time"

Meeting 4. Planning For Safety.
Film: "Let's Face The Facts"

Meeting 5. Revitalizing The Safety Program.
Film: "Do The Job Right"

Meeting 6. } Planning And Scheduling Work.
Meeting 7. } Film: "The Balanced Job"

Meeting 8. Fundamentals of Leadership
Film: "It Takes Time"

Meeting 9. Analyzing Job Problems.
Film: "When Something Goes Wrong"

Meeting 10. Reviewing A Man's Performance
Film: "Let's Talk Things Over"

Meeting 11. Correction and Discipline
Film: "The Right Medicine"

Meeting 12. Handling Grievances
Film: "A Stitch In Time"

Meeting 13. Analyzing Personal Characteristics.
Film: "The Man Behind The Machine"

Meeting 14. Supervising Women.
Film: "Women On The Job"

The cost of the entire program, including sound slide films, trailers and leader's guides, is $500.00.

Individual subjects are available at $50 each.

Set 2. The Vocafilm Supervisory Development Program

FILM 1 "FREEDOM OF OPPORTUNITY"

Deals simply but comprehensively with the purpose of business and the nature of competition—both direct and indirect. Shows how—in an economic democracy—the consumer's freedom of choice dictates price, rate of production and standards of quality and points out that management must control cost, quality and quantity to win consumer favor and provide jobs.

FILM 2 "EFFECTIVE MANAGEMENT"

Shows that all problems affecting the control of cost, quality and quantity arise from one of four factors—personnel, method, material or equipment. Presents the principles of organization and management and identifies the supervisor as head of one of a number of small businesses whose combined activities constitute an industrial enterprise.

FILM 3 "INDIVIDUAL OUTPUT"

Concluding the problem-determining group of discussions. Points out that the overall accomplishments of any organization can be no better than the collective accomplishments of the individuals involved. Focuses attention on the individual employee, and introduces a simple valve analogy which establishes a blueprint for the study of each man in relation to his job.

FILM 4 "WHEN YOU'VE GOT A PROBLEM"

First of two films which train the foreman in the processes of problem analysis, reaching decisions and getting action. A basic drill in the steps involved . . . getting ALL the facts . . . weighing and deciding or getting a decision . . . examining causes of difficulties: materials, equipment, methods, capacity of employees, employee attitudes . . . taking or obtaining action . . . checking results.

FILM 5 "GETTING IDEAS ACROSS"

Deals with the question of obtaining decisions or getting action from others—whether they be superior executives, fellow supervisors, or workers. Provides a four-step stairway to the successful transmission of ideas, plans or instructions: (1) Stating the Problem and the Obstacles, (2) Offering the Solution, (3) Giving the Reasons for the Decision, (4) Stating the anticipated Results. Problem, Solution, Reasons, Results.

FILM 6 "THE WILL TO PRODUCE"

First of three discussions dealing with human nature and the job . . . exploring the nature and causes of satisfaction or dissatisfaction felt by employees in relation to the day-by-day job situation. Shows how the supervisor's actions control employee attitudes and leads up to a detailed study of the basic human traits which the supervisor must take into account. Attitude is determined in large part by a person's feeling of security, job satisfaction, and recognition.

FILM 7 "UNDERSTANDING PEOPLE"

Probes the relationship between employee satisfaction or dissatisfaction and the human motives which influence these attitudes. Examines the basic wants and urges which determine what the individual seeks out of life . . . and out of his job. Provides a detailed study of the desire for security and the desire for satisfaction in the job through which the individual earns his living. Shows that a person's feelings are an integral part of the ability to do the job. Provides a pattern to help the supervisor understand the reasons for differences in human behavior. Only by knowing his people, and what makes them tick, can a supervisor learn how to help them do their best.

FILM 8 "INDIVIDUAL ADJUSTMENT"

Shows how the supervisor uses his knowledge of individual wants and feelings to remove obstacles to production. Outlines preventive measures that tend to keep these obstacles from arising. Reviews these points . . . helping adjust the man to his job . . . helping adjust the job to the man . . . helping adjust the man to himself . . . resolving inner conflicts that keep a man from doing his best . . . using knowledge of human nature in solving problems and getting ideas across. Stresses importance of getting ALL the facts, including those that concern individual feelings . . . weighing all the facts, etc. . . . and giving consideration to individual wants and feelings in stating Problem, Solution, Reasons and Results.

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How to Handle Customer Complaints
How to Reprimand Employees
Handling Grievances
Transfer and Discharge of Employees
Getting the Right Man for the Right Job
Planning Work
Performance Appraisal - Rating Worker
Delegating Responsibilities
Placement and Promotion of Supervisor
Quality Control
The Woman on the Job
Improving Work Habits
The Supervision Job
Inducting the New Employee
Job Instruction
The Supervisor and Communications
Developing Cooperation between Departments (or worker group, etc.)
Giving orders
Handling Discontented Workers
Good Housekeeping
"Horse Play" in Industry
Assigning Overtime
The "Grape Vine"
Leadership, and the Supervisor